

DOCUMENT RESUME

ED 222 790

CG 016 246

TITLE Fourth Grade Activities Guide. Georgia Comprehensive Guidance Series.

INSTITUTION Georgia Univ., Athens. Center for Continuing Education.

SPONS AGENCY Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

PUB DATE 81

NOTE 148p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334. Best copy available.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.

DESCRIPTORS Children; *Competency Based Education; Course Content; Evaluation Methods; *Grade 4; *Guidance Objectives; *Guidance Programs; Intermediate Grades; *Learning Activities; Learning Modules; Performance Factors

ABSTRACT

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, guidance curriculum, and activity guides for grade K-12. This activity guide presents selected activities and ideas for the fourth grade and is organized around the eight content/goal areas of the developmental model including: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving. The format for each content/goal area presentation consists of activity descriptions, time allotments, materials/resources lists, teacher preparation directions, and directions for lesson presentation. Evaluation forms with performance indicators are included for each activity. Directions for adapting or creating materials to fit the guidance model are included along with activity writing forms for each goal area and an activity writing checklist. A final section depicts in chart form the content and goals of the fourth grade curriculum. (MCF)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

BEST COPY AVAILABLE

FOURTH GRADE ACTIVITIES GUIDE

Georgia Comprehensive Guidance Series

GEORGIA COMPREHENSIVE GUIDANCE PROGRAM

GUIDANCE AND COUNSELING UNIT

STUDENT SUPPORT SERVICES

1981

GEORGIA DEPARTMENT OF EDUCATION
ATLANTA, GEORGIA 30334

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

A. Naughton

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Charles McDaniel
State Superintendent of Schools

Developed by:

**Career Development Projects
Department of Counseling and Personnel Services
College of Education
University of Missouri-Columbia**

Project Director - Earl J. Moore

**Pupil Personnel Services
Division of Educational Development
Office of Planning and Development
Georgia Department of Education
Atlanta, Georgia 30334**

**Charles McDaniel
State Superintendent of Schools
1981**

and

**University of Georgia Center for Continuing Education
Office of Adult Counseling**

TABLE OF CONTENTS

Introduction	1
Creating Guidance Curriculum Activities	3
Selected Fourth Grade Activities and Ideas	9
Self-Understanding	9
Interpersonal Relations	27
Expressing Ideas	39
Gathering and Processing Information	47
Rights and Responsibilities	53
Valuing and Decision Making	65
Achievement Motivation	79
Problem Solving	95
Supplementary Activity Forms	103
Fourth Grade Guidance Curriculum Guide	153

INTRODUCTION

The Fourth Grade Activities Guide is intended to support competency-based guidance curriculum in the elementary schools. The materials in the Guide were collected from many sources and organized for use with the Georgia Guidance Curriculum Model framework. (See a Comprehensive Guidance Curriculum Manual for Elementary/Secondary Schools.) Teachers, counselors and other guidance staff can adopt or adapt these materials for local school setting use. Also, it is expected that these methods will stimulate a continuous research and development effort to expand and extend this volume.

These guidance curriculum activities are organized in content areas and goals as identified by the Georgia Guidance Curriculum Model. Some activities are written in a *competency-based* format. Users may wish to convert the other activities to this more rigorous format. It is also possible that instructors may wish to modify activity ideas found in another grade level guide.

CREATING GUIDANCE CURRICULUM ACTIVITIES

CREATING GUIDANCE CURRICULUM ACTIVITIES

This Guide contains activities organized around the Guidance Goal Areas in the Georgia Comprehensive Guidance Model. Some activities have been developed around a competency based format that includes performance indicators that can be used for evaluation. Guidance activity ideas based around the eight content areas are also included. Activity writing forms that fit Specific Goal Area/Competency elements are also included at the end of this Guide. These blank forms can be reproduced for use in activity writing.

Adopting, Adapting, and Creating Guidance Curriculum Materials

Following is a description of the methods used to provide guidance curriculum materials:

1. *Adopting* guidance materials means that you use some materials that someone else has written and change them very little to meet your local needs.
2. *Adapting* guidance materials means that you use someone else's materials but change or revise them to meet the needs of your particular situation.
3. *Creating* guidance materials means that you start from the beginning and write your own materials, including learning activities and assessment measures.

The Process of Adopting. Adopting guidance curriculum materials helps avoid "reinventing the wheel." The basic task is to identify materials which have the same goal or one similar to the one that you have.

There are good materials which have already been produced. These materials have been produced by national, state and local projects in career education, career guidance, and guidance projects.

Also, the State Department of Education units representing career education and guidance have access to exemplary guidance materials produced through projects in our state. In addition to these sources, there are many excellent materials produced by commercial publishers. Whatever the material source, select the curriculum materials according to some established standards and procedures.

The Process of Adapting. To adapt materials, an instructor needs to select materials which are close to the primary goal(s) and competencies. Select materials which at least match a program goal and one or more competencies. Select materials which have learning materials fitting your "style" of teaching. An instructor may find materials which fit their objectives, but does not want to use the learning activities. In that case, they will need to examine other materials or contact other sources to identify learning activities which they want to use.

Materials are indexed in several ways. Some of these ways are:

- By *Subject area*--e.g., social studies, science.
- By *level*--guidance activities by grade levels, e.g., K-3, 4-6, 7-8, 9-12, college and adult.
- By *occupational cluster*--career guidance materials in marketing and distribution, in manufacturing, in hospitality and recreation, etc.
- By *delivery area*--classroom, guidance programs, guidance centers, community centers.
- By *life role*--producer role; citizen role; consumer role; learner role; and personal role.
- By *guidance content*--e.g., self-understanding, interpersonal relations, valuing and decision-making, or information processing.

When examining materials for adaptation, it may be necessary to use one or more of the categories to help you find materials which specifically meet your needs.

The Process of Creating. Start with goals and competencies since they help define what it is that you need to do. Once the goals and competencies are stated, complete each of the following steps:

- Outline the basic information that the student would learn. Consult other materials to help organize the information.
- Develop or identify learning activities which will help the student learn or apply a principle or concept.
- Develop or identify performance assessment items which will indicate how much or what your students have learned. The key concept here is to ask the question, "What evidence will I accept that they have learned what I want them to?" Many competency statements already have their own assessment items.
- Use the checklist below as a guide to help develop materials or adapt others.

ACTIVITY WRITING CHECKLIST

What is provided or given?

- State the goals and competencies
- Identify the learner prerequisites

How will the students be expected to behave as a result of the activity?

- Brainstorm a list of performance indicators
- Focus on the age, interest and abilities of the students

What are the process possibilities?

- Examine present methods being used with other goals and competencies
- Explore other techniques and approaches unique to this area

Are there infusion possibilities?

- Identify subject matter concepts and/or skills that this activity could introduce, serve as a vehicle or become a follow-up/closing activity of a unit.
- Identify major activities or processes currently used with other subject matter concepts that could be modified to serve as a vehicle for these outcomes.

Are there ways to make the process meaningful?

- Check its potential for fostering relevancy, reinforcement distribution, and responsibility taking
- Check its potential for personalizing the individual decision-making process

Can the materials and resources be secured?

- State what is needed
- Determine ways of obtaining

Consider adjustments

- Determine what can be done with fast and slow finishers
- What alternate procedures or groupings are possible to implement

SELECTED FOURTH GRADE ACTIVITIES AND IDEAS

SELF-UNDERSTANDING

WE'RE ALL O.K.!

Self-Understanding
Goal B
P.I. 1, 2
Grade 4

Self-Understanding

Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Competency: Students will analyze how people are different and that they have different skills and abilities.

Performance Indicator(s): Students will be able to 1) identify the skills and abilities of themselves and others and 2) compare and contrast the skills and abilities of themselves and others.

Activity Objective

Students will develop an understanding of their strengths and their growing abilities.

Activity

Total Time: two or three class periods

Suggested Subject Matter Area: social studies

Materials/Resources: an envelope, 12 strips of paper, a pencil, two paper clips, and writing paper (for each student)

Educator's Preparation: be familiar with entire activity

Directions:

Assemble learners in small groups. Distribute the envelopes and strips of paper. Ask each learner to put his or her name on the envelope. (Be sure that they focus on the strengths of one another or they may feel a need to withdraw or to act out in order to protect themselves.)

Take a few minutes to define the word "strength". Write the word "strength" on the board and ask for volunteers to use it in a sentence until someone uses it to refer to "personal assets". Explain that we all have strengths. We are pretty much aware of our own weaknesses. But we don't always see our own strengths. Sometimes we are delightfully surprised when someone points them out. Explain that these strengths can include what a person has or is, such as brown eyes, a quick temper, and is friendly with new students. Strengths can also include what a person can do, such as spell, draw interesting pictures, and keep track of things. Have them think of specific things, rather than "nice", "smart", and so on.

They will do this activity by passing their envelopes to the person directly to the right of them. That person writes, on a strip of paper, a strength of the person whose name is on the envelope. The writer puts it into the envelope and passes it to the next person on the right. This continues until the envelopes go around the circle twice and get back to their owners. The owner also adds to his or her own strength envelope.

Allow time for the learners to read, digest, and feel good about their own unique characteristics and abilities. Tell them that this reading is to be done without sharing. They can take their envelopes home and save them to read when they feel in need of some self-confidence.

Tell the students to go home and interview their parents to find out some of the things they could do at age two. Students may want to inquire about specific abilities: "Was I able to open doors?" (You will need to allow several days to accommodate the parents and their schedules and to allow the "forgetters" some practice becoming responsible "rememberers".)

Let them draw pictures and/or take turns telling about the things they could do when they were two years old. (If the students do not have access to someone who knew them at age two, suggest that they interview any parent for a description of that ability in the "average" two-year-old child.)

EVALUATION: Students should be able to:

- define skill: something a person has learned to do often and well
- define ability: the power to do something well
- identify three skills and abilities for themselves and three for two other persons

(See Evaluation Form for "We're All O.K.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

WE'RE ALL O.K.!

Self-Understanding Goal B Grade 4

Students are able to:

1. define skill: something a person has learned to do often and well
2. define ability: the power to do something well
3. identify three skills and abilities for themselves and three for two other persons

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. skill	2. ability	3. identify
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

STEPS TO A GOAL

Self-Understanding
Goal C
P.I. 1, 2, 3
Grade 4

Self-Understanding

Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

Competency: Students will recognize situations where they have some control over their environment.

Performance Indicator(s): Students will be able to: 1) identify situations where they have control in their home, 2) identify situations where they have control in their school, and 3) identify situations where they have control in their community.

Activity Objective

Students will show how taking steps toward a goal can help them maintain control of their home, school, and community.

Activity

Total Time: one or two class periods

Suggested Subject Matter Area: language arts

Materials/Resources: "The Little Engine That Could" (possible)

Educator's Preparation: You may need to obtain the storybook "The Little Engine That Could" if the class is not familiar with it.

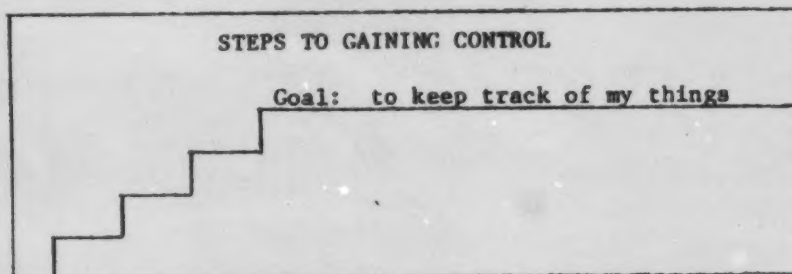
Directions:

Remind the students of the story "The Little Engine That Could". The Little Engine wanted to make it to the top of the hill; that was his goal. Getting there would help him to feel he had some control over his environment. It would make him feel good. It seemed like a huge distance from the bottom to the top. If he had stood at the bottom and looked at the top, he might have decided it was just too far--that he'd never make it. But he took one little inch at a time and told himself he could do it: "I think I can, I think I can."

We, too, can tackle big things. We need to think of the great big thing as a bunch of smaller steps. We can take one small step at a time. In the process, we will see that we ourselves can work toward control.

Show the assembled dice. Explain that students will take turns rolling one die and then will read aloud the goal, or big step, that lands face up. Students will then think of one small step (or action) that would get them closer to that goal. The players may choose someone to help think of a small step or action. We want to get students thinking about the value of using smaller steps to help make the environment, including things and people, more manageable. It is important that they can exert control.

Process the activity by making the chart below on the chalkboard, captioning it "Steps to Gaining Control". On it draw stair steps. On the top step, write "Goal: To keep track of my things."



Invite learners to fill in the little steps during time when their work is finished. Post several of these on pieces of large paper if you prefer. Ask the students to suggest goals to take them from goal dice.

Explain that some goals give us control at home, some at school, and some in the community.

EVALUATION: Students should be able to:

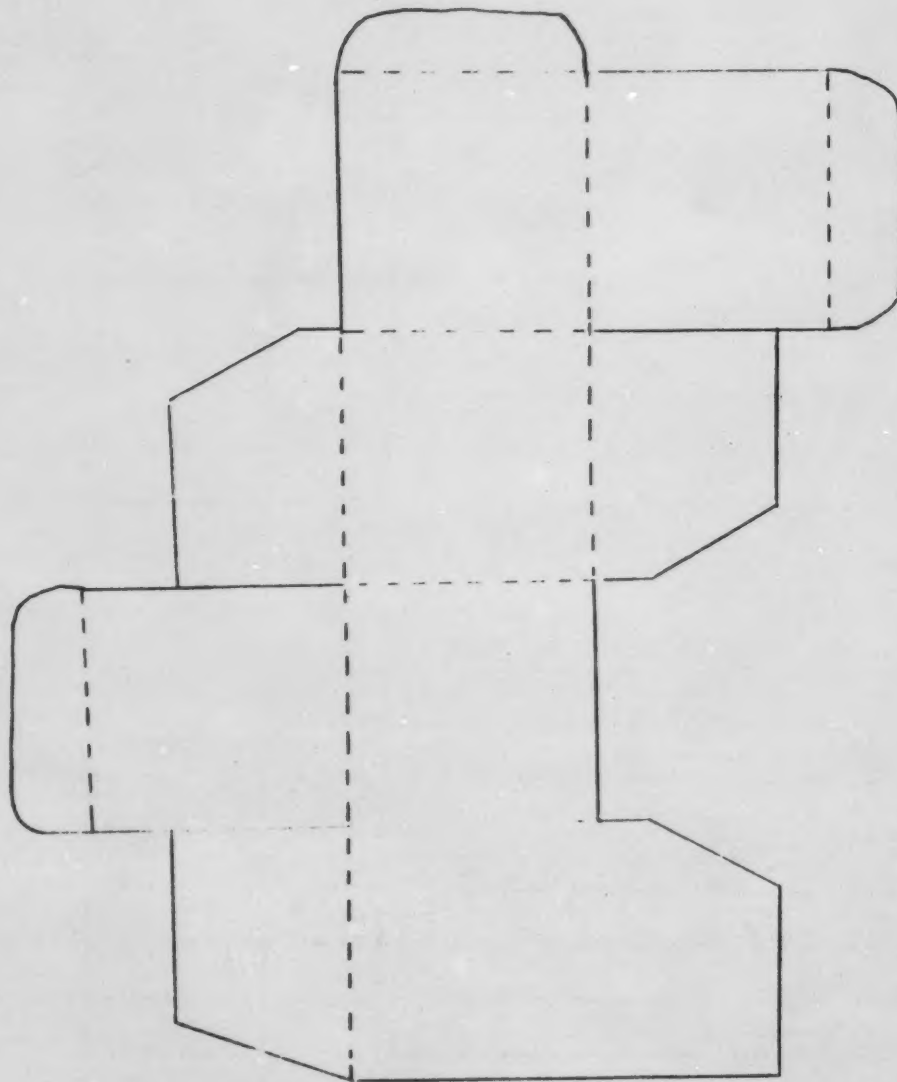
- identify two situations where they exhibit control in their home (doing chores, interacting with family members, etc.)
- identify two situations where they exhibit control in their school (classroom duties, making contributions to class, etc.)
- identify two situations where they exhibit control in their community (store purchase, respecting property, etc.)

(See Evaluation Form for "Steps to a Goal.")

Suggested for use with
"Steps to a Goal"

Cover both completed dice with clear adhesive paper to preserve them. Learners can roll the die or spin it by pressing on the top edge nearest them. This helps to keep the die off the floor.

GOAL DICE



Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

STEPS TO A GOAL

Self-Understanding

Goal C

Grade 4

Students are able to:

1. identify two situations where they exhibit control in their home
2. identify two situations where they exhibit control in their school
3. identify two situations where they exhibit control in their community

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. home	2. school	3. community
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

ACTIVITY IDEAS

Grade: Fourth

Content Area: Self Understanding

Have the class help you list on the board basic human needs. Explain that many popular songs deal with love, a basic human need. Have them work in pairs to write a song, the title of which is one of the listed basic human needs. Have them choose familiar tunes for the lyrics of their songs. Have each group rehearse and sing its song for the rest of the class.

Let each student be VIP for a day. Have a box ready where the students may place notes saying positive ("nice") things about the VIP. You may want to censor the contents of the box before giving it to the VIP so that negative comments do not get reinforced by the VIP's reaction.

To culminate a unit on dictionary skills, the students might make a class dictionary using their names as entry words and their unique individual attributes as definitions.

Example:

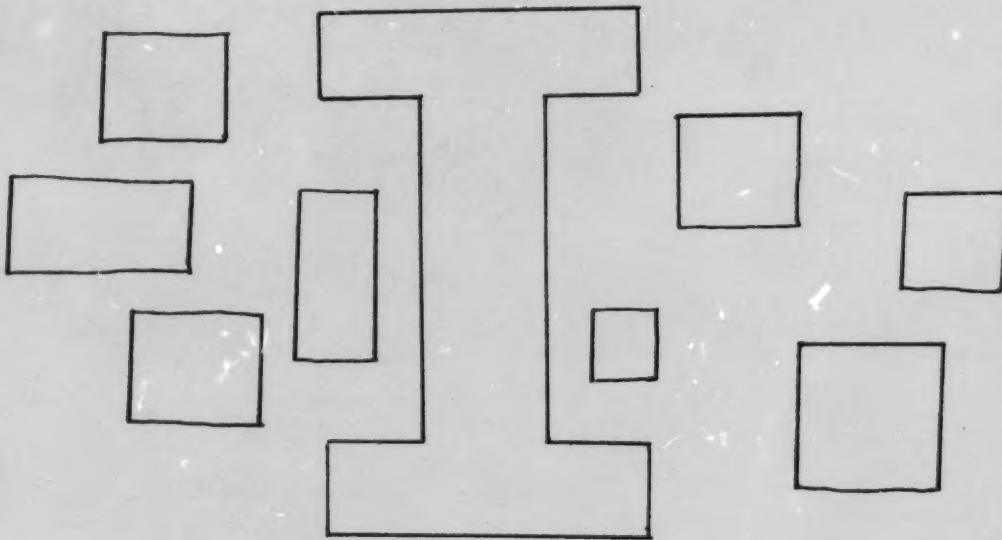
WILSON (wil' son), Mary N. (1) a girl with blue eyes and blonde hair. (2) Likes to ride horses. (3) Fights often with her younger sisters. (4) Favorite subjects are math and art.

After each student has finished his or her entry, the teacher should type all the entries on a duplicating master and run off a copy of the class dictionary for each student.

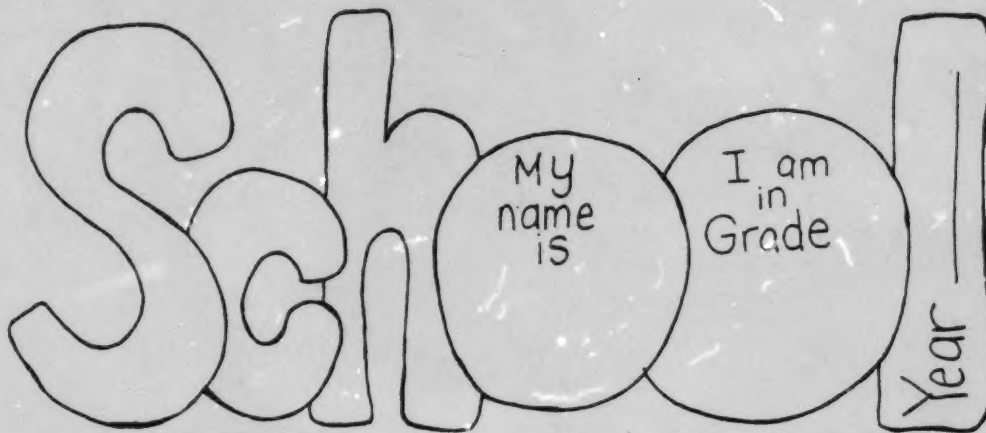
As a related art activity, have each student make a cover for his or her dictionary copy, drawing a picture of something representative of the school. Or, use the front cover as an autograph page where each of the "entries" signs his or her name in colored pen or pencil.

Have students collect litter from the school and playground. Have the students make this into mobiles. Make a big sign for the outside of the classroom door: When it's on the ground, you don't notice it as much!

Give each student a piece of poster paper. Have them caption it I Can Make A Difference. Have each student cut out a construction paper letter I and paste it in the middle of the sheet. Then have them attach pictures and drawings of things they affect or influence.



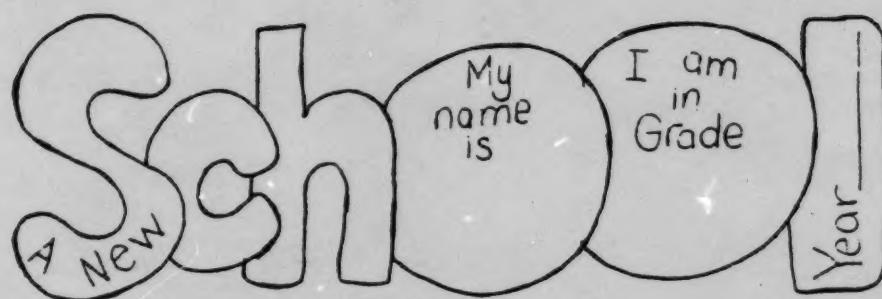
The following supplementary activity sheets could be used separately or as a booklet to reinforce the concepts found in Goal C.



This is my School.

This is my Teacher.

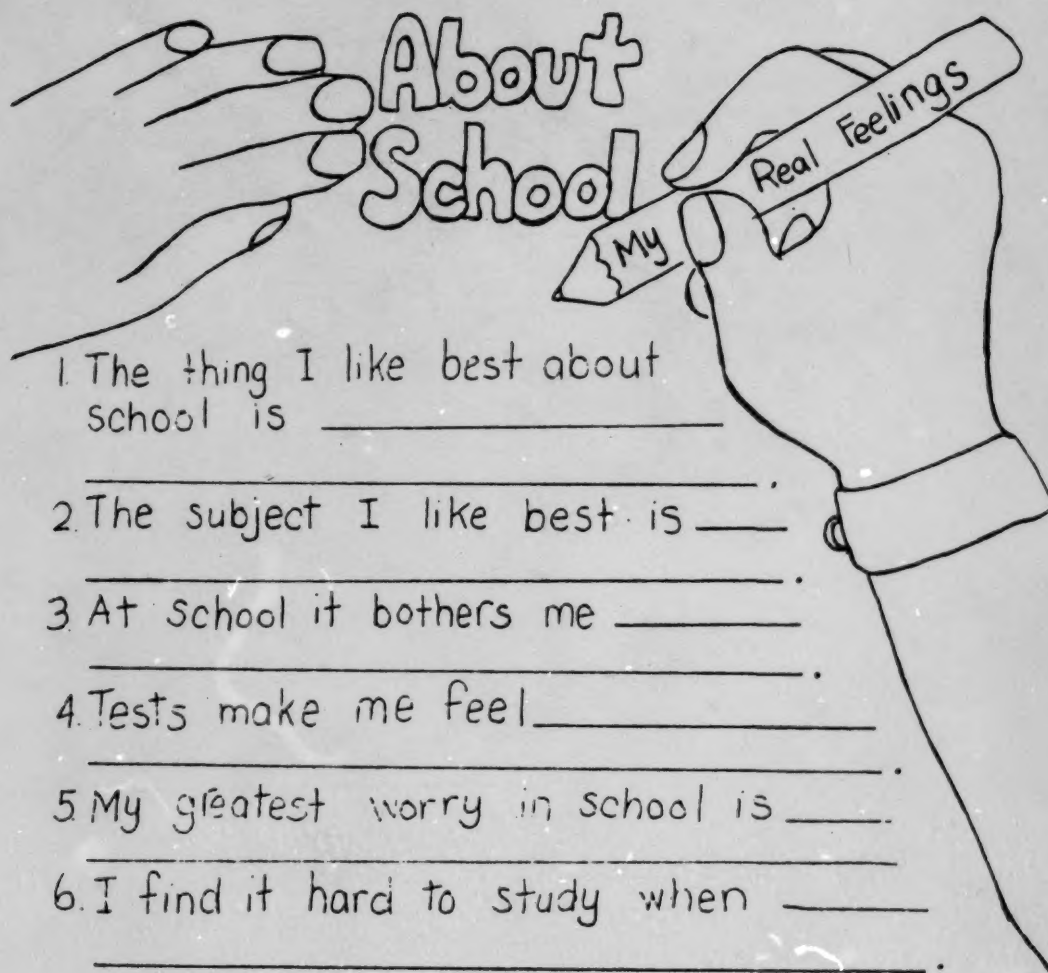
This is Me.



1. What are you looking forward to the most?
2. What classes do you think you will like?
3. What classes do you think you will hate?
4. Will you make better or worse grades?
5. Will you get in more or less trouble?
6. Will you have more or less fun?
7. What are the best things about our School?
8. What are the worse things about our School?
9. What would you change if you could?
10. What would you like to do this year that you didn't last year?

Thinking About School

1. My greatest problem at school is _____.
2. The subject that is the hardest for me _____.
3. The best thing about school is _____.
4. I like students who _____.
5. Learning to read is _____.
6. The best part of the school day is _____.
7. Report cards are _____.
8. I like to hear stories about _____.
9. On the playground it is fun to _____.



1. The thing I like best about school is _____
2. The subject I like best is _____
3. At school it bothers me _____
4. Tests make me feel _____
5. My greatest worry in school is _____
6. I find it hard to study when _____
7. The best part of my school day is _____
8. At school I wish we could _____
9. I like Teachers who _____

About School

My Real Feelings

1. On the way to school, I like to _____
2. After school I like to _____
3. I like boys who _____
4. I like girls who _____
5. On the playground I don't like _____
6. Someday I would like to be _____
7. I don't like to see girls _____
8. I don't like to see boys _____
9. My best friends are people who _____
10. My Teacher is _____



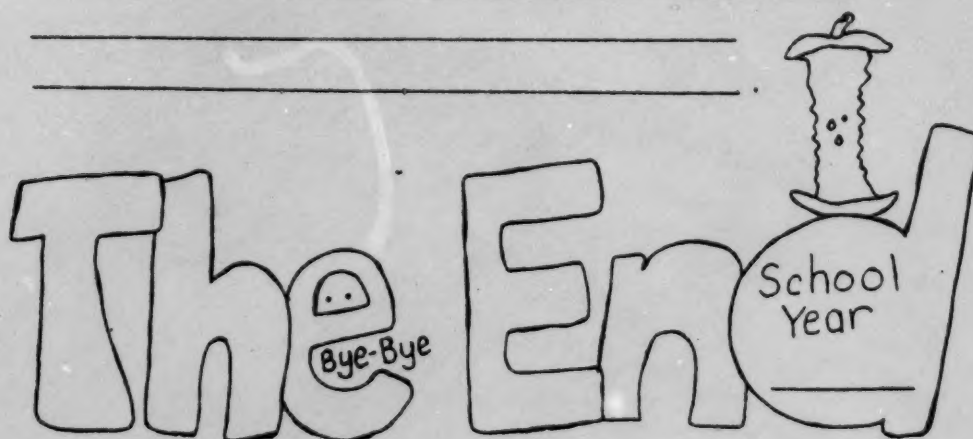
I think the past School year has been _____

The most fun this School year was _____

The part I didn't like this year was _____

Something I've learned this year is _____

At the end of the School year I feel _____



SELECTED FOURTH GRADE ACTIVITIES AND IDEAS
INTERPERSONAL RELATIONS

JOBS WE DEPEND ON

Interpersonal
Relations
Goal C
P.I. 3
Grade 4

Interpersonal Relations

Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

Competency: Students will describe how people depend on each other to fulfill their needs.

Performance Indicator(s): Students will be able to: 3) identify situations where people depend on each other.

Activity Objective

Students will discuss situations where people depend on other people's work.

Activity

Total Time: one class period

Suggested Subject Matter Area: social studies

Materials/Resources: none

Educator's Preparation: be familiar with entire activity

Directions:

Have the student state how his/her life would change without local food stores, police, truck drivers, etc. Try to use jobs that the parents of the students have. Then ask, for example, if we did not have truck drivers would this put other people out of work? Can you name any jobs that are not needed? Why? Have students draw pictures of some jobs they depend on others to do.

EVALUATION: Students should be able to:

- identify three situations where people depend on each other

(See Evaluation Form for "Jobs We Depend On.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

JOBS WE DEPEND ON

Interpersonal Relations

Goal C

Grade 4

Students are able to:

1. identify three situations where people depend on each other

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. three situations
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

ATTITUDE GLASSES

Interpersonal
Relations
Goal D
P.I. 1, 2, 3
Grade 4

Interpersonal Relations

Goal D: Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.

Competency: Students will evaluate how what they say affects others' actions and how what others say affect their actions.

Performance Indicator(s): Students will be able to: 1) describe situations where what they say has affected how others acted, 2) describe situations where what others said has affected how they acted, and 3) evaluate the interrelationship between speech and actions.

Activity Objective

Students will discuss how attitudes and actions affects the types of reaction the person will get.

Activity

Total Time: one class period

Suggested Subject Matter Area: social studies

Materials/Resources: three colors of cellophane paper (red, yellow, and blue), resource page

Educator's Preparation: Divide the class into small groups of about eight in each group. For each group make three pairs of play glasses with red, yellow, and blue lenses (see resource page). For each group prepare a sack containing small pieces of red, yellow, and blue paper.

Directions:

To introduce the activity, hold up the glasses. Say that these are special because they are attitude glasses. When you put these glasses on, you put on the same attitude or feeling as the glasses. Because of this attitude you often see things and respond according to that attitude. That attitude, in other words, colors your thinking and your reaction. Oftentimes when someone is feeling angry (hold up red glasses) and acts toward us in an angry way, we react also in an angry way: our thinking is colored by the other person's attitude. The way a person behaves influences the way others respond to him or her. The same can be true of a gloomy attitude (hold up the blue glasses) or of a suspicious attitude (hold up the yellow glasses). Spend a few moments having students demonstrate body movement with these three attitudes to be sure they get into the spirit of the activity.

When small groups are formed, students will take turns being IT. IT draws a slip of colored paper from the sack. This person will then role play an expression of anger (red paper), suspicion (yellow paper), or gloominess (blue paper): this will be determined by the color of paper drawn from the sack. He or she will also name a person to role play a response.

The responder will then put on the corresponding attitude glasses and role play a response reflecting IT's feelings.

Summarize the activity by having students make "I learned ... " statements.
You may need to stimulate them to think about the following concepts:

- The way we see things is colored by our attitudes.
- Feelings and attitudes affect a person's behavior.
- The way a person behaves influences the way others react to him or her.
- One person's response is not necessarily the same as another's.

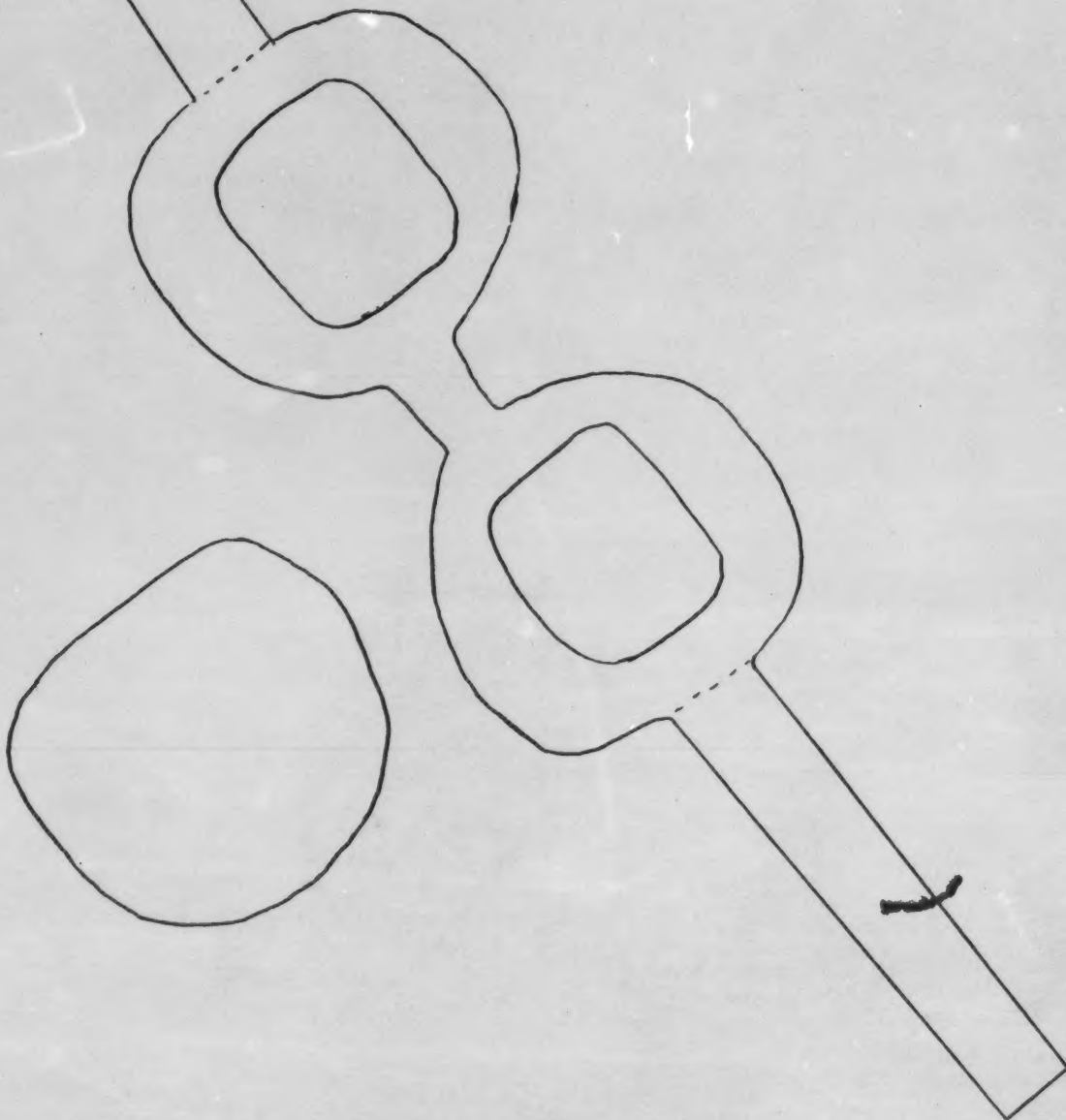
EVALUATION: Students should be able to:

- describe two situations where what they have said has affected how others have acted
- describe two situations where what others have said has affected how they acted
- evaluate the interrelationship between speech and actions:
own speech → others' feelings → others' actions and speech →
own feelings → own actions and speech, etc.

(See Evaluation Form for "Attitude Classes.")

ATTITUDE GLASSES

Glue or staple lenses
behind the frames.



Teacher _____

Date(s) _____

ACTIVITY EVALUATION FORM

ATTITUDE GLASSES

Interpersonal Relations

Goal D

Grade 4

Students are able to:

1. describe two situations where what they have said has affected how others have acted
2. describe two situations where what others have said has affected how they acted
3. evaluate the interrelationship between speech and actions

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. their words	2. others' words	3. interrelationship
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

ACTIVITY IDEAS

Grade: Fourth

Content Area: Interpersonal Relations

Let the students work in groups of three to answer each question orally. They must take turns speaking and they must focus on what the speaker is saying. Listening is a very important skill that is useful in developing friendships. You may want to use this activity early in the year to get acquainted.

1. Do you have brothers or sisters?
2. Who is your best friend?
3. What is your favorite thing to eat?
4. What games do you like to play?
5. If you could go anywhere in the world, where would you go?
6. What are your favorite books?
7. What is your favorite subject in school?
8. Do you have a pet? If so, what is it? If you don't have a pet, what kind would you like to have?
9. What movie did you like the best?
10. What is your favorite song?
11. What hobbies do you have?

This activity will help students look at past achievements, different kinds of rewards and a future goal.

Have the students list jobs they do at home. Have them sit in small groups to suggest ways in which these jobs help other family members. They can take turns reading one job at a time while the other group members describe ways in which each job helps other family members.

Have the students list an occupational title for each letter of the alphabet, such as actor, baker, and cook. Allow them to use their dictionaries. The winner reaches "Z" first. Then have the students go back and write beside each occupation how that person helps to fulfill their needs.

Have students complete the following chart with examples from their own lives.

What was said?	Who said it?	What was the result?	Who did it?

Divide students into small groups and have them share their examples. Each group should then choose one example to illustrate in cartoon form. These cartoons will be posted on the bulletin board that has been titled "And He Said"

The following supplementary activity sheets might be helpful in reinforcing the concepts found in Goal C.

Some things that help me feel
GOOD at School are



Some things I do to help others
feel **GOOD** at School

Smile - take turns

Share

Hi

Say

Polite

do a favor - be

SELECTED FOURTH GRADE ACTIVITIES AND IDEAS

EXPRESSING IDEAS

Expressing Ideas

Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.

Competency: Students will discuss and differentiate the definitions of assertiveness, aggressiveness, and non-assertiveness.

Performance Indicator(s): Students will be able to: 1) describe the meaning of assertiveness, 2) describe the meaning of aggressiveness, and 3) describe the meaning of non-assertiveness, and 4) discuss the differences among assertiveness, aggressiveness, and non-assertiveness.

Activity Objective

Students will describe assertiveness, aggressiveness, and non-assertiveness, and will discuss the differences among the three.

Activity

Total Time: one or two class periods

Suggested Subject Matter Area: language arts

Materials/Resources: resource page

Educator's Preparation: be familiar with entire activity

Directions:

Define the following words for the students and discuss them so that everyone understands the definitions:

- assertiveness -- recognition and expression of an individual's wants, values, needs, expectations, dislikes, and desires without interfering with the safety, self-respect, or rights of others
- non-assertiveness -- the "bottling up" of emotions ranging from warmth to anger because of high levels of anxiety, guilt, or deficiencies in social skills. Non-assertive persons are often depressed, have poor self-concepts, and see themselves at the mercy of the world around them.
- aggressiveness -- getting needs met at the expense of someone else's dignity, safety, or self-respect. It is possible that aggressive persons might even act non-assertively in some situations, only to lose control and explode at the next unsuspecting person.

Read the list of role-playing situations that are on the resource page and choose three to role play. Have different students role play the situations using either a non-assertive or aggressive behavior, and then an assertive behavior for each situation.

After the role plays, discuss with the students the differences they noticed in assertiveness, aggressiveness, and non-assertiveness. Some important points to bring out in their discussions are:

- aggressiveness and non-assertiveness do not foster self-respect and dignity while assertiveness does
- aggressiveness is not concerned with others; assertiveness is
- non-assertiveness does not emphasize concern for one's own feelings and dignity; assertiveness does

EVALUATION: Students should be able to:

- define assertiveness, aggressiveness, and non-assertiveness
- recognize situations that exemplify the above
- discuss the differences among the three

(See Evaluation Form for "Tell How You Feel.")

ROLE PLAY SITUATIONS

1. You have been asked to exchange a math paper for grading. You had a fight earlier in the day with the person who gets your paper. She changes a 3 to an 8 so that you will miss several problems. You tell the teacher and the other girl denies it. The teacher gives you the poorer grade. What do you do?
2. You have been anxiously awaiting your turn to run errands for the teacher. on your day, the teacher gets mixed up and tells another students that today is their day to run errands. What do you do?
3. You are waiting in line at the drinking fountain. Someone steps in front of you, announcing that they're very thirsty and need to go first. What do you do?
4. You've been waiting to see your favorite television show all week. A half hour before it starts your mother or father turns on a movie to watch. When you remind them of the show you want to see, they say, "Oh, well. You can see it next week." What do you do?
5. You are playing softball at recess. It's a close play, but you do get to first base before the ball, so you're safe. The first baseman says that you're out. What do you do?

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

TELL HOW YOU FEEL

Expressing Ideas

Goal B

Grade 4

Students are able to:

1. define assertiveness, aggressiveness, and non-assertiveness
2. recognize situations that exemplify the above
3. discuss the differences among the three

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. situations	3. differences
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

ACTIVITY IDEAS

Grade: Fourth

Content Area: Expressing Ideas

Ask the students to think about problems that they see in society. Have each student express this problem in the form of a petition. Have each petition begin, "We the aforesigned believe. . . ." Then have them spend several class periods reading and signing the petitions of one another.

Explain that, when we can sign something, it shows that it is important to us.

During three recess periods of the day, have the students look for the characteristics of assertiveness, aggressiveness, and nonassertiveness (one characteristic behavior pattern per recess). After the recess, allow students to discuss the situations and resulting behaviors they observed (do not use names, however). Students should explain why they labeled the behavior as they did and what kinds of beliefs the observed person might have about himself or herself.

SELECTED FOURTH GRADE ACTIVITIES AND IDEAS

GATHERING AND PROCESSING INFORMATION

TIME LINE

Gathering and Processing Information

Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.

Competency: Students will understand what important events affect the lives of self and others.

Performance Indicator(s): Students will be able to: 1) describe the important events in their lives, 2) identify the important events in their lives, and 3) recognize that the number and variety of important events depends on how long a person has lived.

Activity Objective

Students will construct a time line of their lives, showing major events for them.

Activity

Total Time: about two class periods

Suggested Subject Matter Area: social studies, language

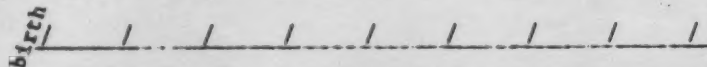
Materials/Resources: 2 sheets of paper for each student (one 8½ x 11 and one 12 x 18), rulers, pencils, scissors, glue

Educator's Preparation: be familiar with construction of a time line

Directions:

Begin with a discussion of significant events that make up an individual's life. Significant events are those that change or shape our lives, usually they are things that we easily remember. Ask students to recall such events in their own lives. Ask a few volunteers to share an event with the class. Allow about 20 minutes for the students to list as many significant events in their life as they can think of. They do not need to worry about chronological order at this point.

Next have the students draw a horizontal line lengthwise on the larger sheet of drawing paper about two inches from the bottom. On the left-hand side they will write the word "birth". At the top they will write their names and the caption "Personal Time Line". Now cut their strips of personal events apart and arrange them in order. Strict chronology is not necessary, although they should be encouraged to be as accurate as possible. They will paste these strips at angles along the time line:



Discuss how the age of an individual will determine how long the time line will be; for example, a very young child will not have as many life events as a very old person.

EVALUATION: Students should be able to:

- describe what an important event is
- identify three important events in their lives
- identify an older person and describe the important events in his/her life
- discuss how the number and variety of events are greater than theirs because that person has lived longer

(See Evaluation Form for "Time Line.")

Teacher _____

Date(s) _____

ACTIVITY EVALUATION FORM

TIME LINE

Gathering & Processing Information

Goal A

Grade 4

Students are able to:

1. describe what an important event is
2. identify three important events in their lives
3. identify an older person and describe the important events in his/her life
4. discuss how the number and variety of events are greater than theirs because that person has lived longer

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. event	2. identify	3. person	4. greater
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

ACTIVITY IDEAS

Grade: Fourth

Content Area: Gathering and Processing Information

Have the students do pantomimes depicting important events in their lives. Perhaps you could organize it like "Charades." Otherwise, just have the observers try to guess each important event.

During American Education Week have different members of the school staff come and speak to the students about their work and important events in their lives. These might be:

- Principal
- Superintendent
- School Board member
- Special Services Teacher
- Librarian
- School Secretary
- Counselor
- Cook
- Custodian

Have the class help you list adult school workers. Then have the students go in pairs to interview each worker for the following information:

- Who is our _____?
- Why do we need a _____?
- What does _____ do?
- What training does a _____ need for the job?
- What kinds of things has our _____ learned while working at this job?

Distribute to the girls in your classroom a handout that deals with stereotypes about boys. For example:

Underline the sentences that you believe.

All boys are noisy.

All boys love to play baseball.

All boys like bugs.

Distribute a similar handout to the boys concerning stereotypes about the girls. When the handouts have been completed, tally the results and discuss their validity.

SELECTED FOURTH GRADE ACTIVITIES AND IDEAS
RIGHTS AND RESPONSIBILITIES

YES I CAN! YES I CAN! YES I CAN!

Rights and
Responsibilities
Goal B
P. I. 1, 2, 3
Grade 4

Rights and Responsibilities

Goal B: (Learner) Students will develop and incorporate an understanding of the rights and responsibilities of the learner.

Competency: Students will identify the learning process.

Performance Indicator(s): Students will be able to: 1) describe what is involved in the learning process, 2) describe how the learning process takes place developmentally, and 3) describe situations when they have experienced different aspects of the learning process.

Activity Objective

Students will discuss the learning process and when they have experienced aspects of it.

Activity

Total Time: one or two class periods

Suggested Subject Matter Area: social studies, language

Materials/Resources: copy of the resource page for each student, chart (see below)

Educator's Preparation: duplicate copy of the resource page for each student; be familiar with entire activity; prepare chart as described in the activity

Directions:

Define these words through class discussion and by citing many different examples:

- initial exposure -- reading; listening to a speaker, tape, record; watching a model, film, television, pictures; feeling for experiencing through other senses.
- repetition of exposure -- through identical and/or other means as initial exposure.
- responding -- testing, self-tests, verbal responding, non-verbal responses.
- reinforcement -- tangible rewards from others of self such as money, candy, toys; academic rewards such as grades, written progress reports; verbal reinforcement; non-verbal reinforcement; intrinsic rewards such as pride, self-satisfaction.

Give the handout, "Yes I Can! Yes I Can! Yes I Can!" and have the students complete. Explain to the children that they do not have to necessarily list things they have learned at school.

Ask the children to share one thing they do well and how they learned to do it. Put this information on the board by the child's name.

Ask the children to share one thing they cannot do well and tell where or how they might learn to improve in this area. Put this information on the board by the child's name.

Post a chart in the room. Have children complete the requested information by their name. The chart should contain the following headings: child's name, tasks they do well, how they learned it, task they do not do well, where or how they could learn, date learned.

Point out that children do not just suddenly learn something. They go through stages of awareness, understanding, and application. Remind them to consider these steps when thinking about tasks they have or will learn.

EVALUATION: Students should be able to:

- identify the four basic steps of the learning process and two means of carrying out each one
- describe the developmental sequence that takes place as persons learn
- describe one situation they have experienced for each of the four basic aspects of the learning process

(See Evaluation Form for "Yes I Can! Yes I Can! Yes I Can!")

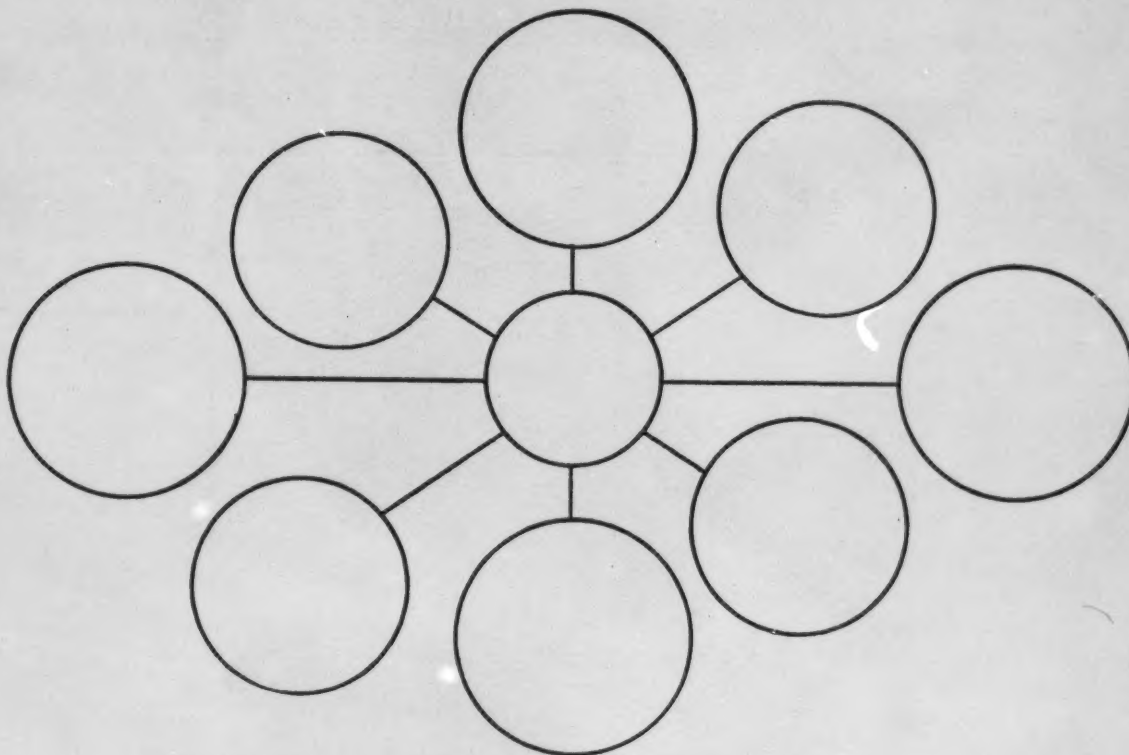


YES I CAN!

YES I CAN!

YES I CAN!

Using the diagram below, identify things you do well or things you would like to learn to do well. Write your name in the center circle and the things you do well in the outer circle.



One thing I do well is _____.

I learned to do it _____.

One thing I would like to do well is _____.

One way I could begin to improve in this area is _____.

NAME _____

Teacher _____

Date(s) _____

ACTIVITY EVALUATION FORM

YES I CAN! YES I CAN! YES I CAN!

Rights and Responsibilities

Goal B

Grade 4

Students are able to:

1. identify the four basic steps of the learning process and two means of carrying out each one
2. describe the developmental sequence that takes place as persons learn
3. describe one situation they have experienced for each of the four basic aspects of the learning process

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. 4 steps	2. developmental	3. situations
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

PRODUCE OR SERVICE

Rights and
Responsibilities
Goal E
P. I. 1, 2, 3
Grade 4

Rights and Responsibilities

Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Competency: Students will recognize how they depend on different producers.

Performance Indicator(s): Students are able to: 1) identify a variety of producers, 2) recognize that producers are service-oriented or product-oriented, and 3) describe how they depend on those producers.

Activity Objective

Students will identify and discuss the kinds of producers and describe some ways they depend on them.

Activity

Total Time: one class period

Suggested Subject Matter Area: social studies

Materials/Resources: drawing paper, crayons

Educator's Preparation: be familiar with entire activity

Directions:

Distribute the drawing paper to students. Talk about some of the things students do during the course of the school day. Ask for students to tell more things. Then say that in their school work they sometimes end up with a thing or an object that can be seen. Sometimes after doing work they end up having helped someone. Give them examples of tasks, and have them tell you what the action most involves, helping or making:

- closing the door (helping)
- writing a story (making)
- picking up paper (helping)
- drawing a picture (making)

Say that sometimes tasks involve some of both, but they may be more of one than the other.

Then tell them that there is a word in the work world for a helping kind of job, service. There is another word for a job where something is made, product.

Discuss with the class some of the different producers they know of and how they depend on these producers.

On a large bulletin board put the captions "Products" and "Services". Have students draw pictures of people working. Label them with a marker according to the work. Then discuss with them the heading under which it goes. Help them think it through, if necessary.

EVALUATION: Students should be able to:

- identify four different producers
- determine if these producers are service-oriented or producer-oriented
- describe how they depend on these producers

(See Evaluation Form for "Product or Service.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

PRODUCT OR SERVICE
Rights and Responsibilities Goal E Grade 4

Students are able to:

1. identify four different producers
2. determine if these producers are service-oriented or product-oriented
3. describe how they depend on these producers.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. identify	2. determine	3. depend
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

ACTIVITY IDEAS

Grade: Fourth

Content Area: Rights and Responsibilities

Show the students how to make a flannel board and how to glue felt to the back of cutouts to use for a flannel board story. Then divide the class into small groups. Give them the needed materials to make their own flannel boards and drawing materials or magazines to create a story about the responsibilities of family members. When the project is completed and the stories are ready, allow the small groups to take turns showing their stories to each other.

Allow students the opportunity to "teach" the class. Discuss what is involved in the learning process. Explain a good lesson plan and how it helps. You may have them use this kind of sheet:

LESSON PLAN

Goal	Activity	Materials

They can list a few notes under each one. Stress the value of gathering materials ahead of time. Go over each plan before the students begin "teaching."

Have the rest of the class fill out "evaluations" on each lesson.

Have the students write letters to the Governor requesting a personal photograph. Have them also ask him to list what he or she thinks are five major problems facing the state and how they can be good citizens now and in the future.

Scientists who study human behavior say that all persons have the same basic needs. These needs may be divided into three categories: physical needs, social needs, and the need for faith.

Divide the students into pairs. Have each pair prepare a blank paper thus:

HUMAN NEEDS

Physical	Social	Need for faith

Then have them list (from their own experience) examples under each heading.

Then have groups of three pairs read their examples to one another and discuss how these needs influence what they and their parents buy.

Anthropologically speaking, faith needs may include superstitions, magic, all kinds of myths and rituals as well as organized religion.

Reproduce several copies of the telephone book yellow pages dealing with doctors, dentists, plumbing and heating. Ask students to find the name and telephone number of the worker they would call to:

- fix a broken tooth.
- get the furnace going again.
- fix the bathtub faucet.
- make a broken leg better.

Occasionally, children feel their parents are not as good as other parents. This story may bring out the worthwhileness of all occupations and their contribution to our nation.

One day the teacher asked the sixth grade to write a story about Father and his occupation. Susan didn't like the assignment because she didn't think her father's job was very important. Mary's father worked at the bank, Ellen's father taught school, but her father worked on a farm. Susan sat and frowned, then she started writing a story. In the story she made her father a famous scientist.

Then ask:

- Why did Susan do this?
- How did she feel?
- Should she be ashamed of her father? Why?
- How would her father feel if he knew this?

SELECTED FOURTH GRADE ACTIVITIES AND IDEAS

VALUING AND DECISION MAKING

OUR ACTIONS GIVE CLUES TO OUR VALUES

Valuing and
Decision-Making
Goal A
P. I. 1, 2, 3
Grade 4

Valuing and Decision-Making

Goal A: Students will develop and incorporate an understanding of how values affect their lives.

Competency: Students will define "values" and describe their own values.

Performance Indicator(s): Students will be able to: 1) define value, 2) describe a variety of values, and 3) describe some of their own values.

Activity Objective

Students will develop an understanding of what they value and recognize actions that indicate values.

Activity

Total Time: one class period (possibly another some time later)

Suggested Subject Matter Area: language, social studies

Materials/Resources: resource page, manila folder

Educator's Preparation: duplicate a copy of the resource page for each student

Directions:

Introduce this activity by presenting a list of synonyms for the verb value: cherish, protect, cling to, hold dear, prize, treasure, and think it important. Ask for a few volunteers to use the word in a sentence. You might help by stating: "I frequently label places where things will go and then put them there. Can you tell that I think an orderly classroom is important?" Point out the differences in what class members report that they value.

Tell the students that our actions give us clues about the kinds of things we value.

Distribute copies of *MATCHING* and read with them item number one under "What I Do Freely". Ask the students to look in the column, "What I Value" to complete the sentences. Continue this way until all have finished.

Process this activity by telling the children that we need to know what's important to us. We can find that out by looking at what we do without being told to do it. These actions frequently tell us what we think is important. Have the class name some of these actions.

Have the students put their names on their papers. Collect and store their completed sheets in their folders. Get them out in a few weeks or

months. Let students examine them to see if their values have changed. Discuss changes.

The supplementary page, "Know Yourself" may be used to further illustrate this concept.

EVALUATION: Students should be able to:

- define value as something that is very important to a person
- describe three values that other people appear to have
- describe two of their own values

(See Evaluation Form for "Our Actions Give Clues to Our Values.")

Resource Page for
"Our Actions Give Clues to Our Values"

MATCHING

Match by drawing lines.

WHAT I DO FREELY

1. I will do my jobs at home...
2. I will not spend my lunch money on candy...
3. I will send a friend a birthday card...
4. I will not lie for my friends...
5. I will not litter...
6. I will not damage it on purpose...
7. I will return the pencil I borrowed...
8. I will do something for a lonely person...
9. I will play a game by the rules...

WHAT I VALUE

- because I want to have friends.
- because I want everyone to be honest.
- because my family is important to me.
- because I want my parents to trust me.
- because I respect the property of other people
- because I feel everyone needs to be loved.
- because I feel that we are all equal.
- because I feel that the environment needs to be clean.
- because I like to play on the merry-go-round at recess.

Know Yourself

Values

What is something you are good at doing?

What is something you have that you are proud of?

Who is someone you would like to be like- (your Hero)?

What kind of job would you like to have someday?

Where in the world would you like to go?

What do you have the most fun doing?

Teacher _____

Date(s) _____

ACTIVITY EVALUATION FORM

OUR ACTIONS GIVE CLUES TO OUR VALUES

Valuing and Decision-Making Goal A Grade 4

Students are able to:

1. define value
2. describe three values of other people
3. describe two values of their own

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. others	3. self
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

CRITICAL DECISIONS

Valuing and
Decision-Making
Goal C
P. I. 1, 2, 3
Grade 4

Valuing and Decision-Making

Goal C: Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.

Competency: Students will describe how their lives have been influenced by decisions they and others have made.

Performance Indicator(s): Students will be able to: 1) describe some decisions they have made, 2) describe some decisions others have made, and 3) discuss how these decisions have influenced their lives.

Activity Objective

Students will recognize how decisions influence their lives.

Activity

Total Time: one or two class periods

Suggested Subject Matter Area: social studies, health

Materials/Resources: 12 x 18 drawing paper

Educator's Preparation: be familiar with entire activity

Directions:

Remind the students of the personal time lines they prepared. They listed important events in their lives. Today you are going to look at your important life events as turning points at which critical decisions were made.

Have students prepare time lines. Distribute a sheet of 12 x 18 drawing paper. Have them turn the paper so an 18" side is at the bottom. At the left side of the paper they will write "birth". At the right side they will write "present" and will spread the numbers of the ages evenly between the two points. Under each number they can write their important turning points. Remind them that these events they are listing are events that changed their lives.

Now under each critical decision point write the name of the person or persons who first decided it should happen: "Whose idea was it?"

Now on the back of the paper have students list those persons whose decisions have affected their lives.

Then ask students to give you the names as you write and tally them on the chalkboard.

In conclusion, point out that decisions made by ourselves and decisions made by others do influence our lives.

You may want to allow students to take the time lines home. Some parents may enjoy talking about their children's past events.

EVALUATION: Students should be able to:

- describe two decisions they have made in the past
- describe two decisions made by persons having authority
- discuss how decisions made have influenced their lives physically, intellectually, emotionally, and/or socially

(See Evaluation Form for "Critical Decisions.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

CRITICAL DECISIONS

Valuing and Decision Making Goal C Grade 4

Students are able to:

1. describe two decisions they have made in the past
2. describe two decisions made by persons having authority
3. discuss how decisions made have influenced their lives physically, intellectually, emotionally, and/or socially

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. past	2. authority	3. influence
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

ACTIVITY IDEAS

Grade: Fourth

Content Area: Valuing and Decision Making

Have each student prepare a newspaper of "values." This activity will extend over several weeks' time. The newspaper will be reflective of the things that are important to each student. It will have the traditional sections and the format will look like a real newspaper. They can write the "columns" on lined paper and paste them on the paper. They can also add drawings, photographs or magazine pictures to their articles.

Help students see the need for clarifying values when it comes to making decisions. Knowing what's important helps us decide what we want. From there we can set our goals. Distribute copies of this checklist:

This is an opportunity for you to think about some of your values. Please check the values or goals which are of most importance to you. You may check more than one.

I. Education:

- A. Learning a skill or trade
- B. Getting good grades
- C. Finishing high school
- D. Doing your best
- E. Doing more work than is asked of you
- F. Getting by as easily as possible

II. Leisure:

- A. Having a hobby
- B. Going to sports events
- C. Participating in sports
- D. Reading
- E. Listening to music
- F. Joining clubs
- G. Helping with jobs around the house
- H. Just having fun
- I. Participating in church or school activities
- J. Being one of the gang
- K. Loafing

Have the students sit in small groups to explain their choices to one another.

Distribute to each student a copy of the following chart:

Situation	Information Needed	Values	Possible Choices (Alternatives)	Possible Consequences And Risks	Decision

Then allow students to "draw from the hat" hypothetical situations where a decision has to be made (these have been prepared on individual pieces of paper ahead of time). Divide students into pairs and allow them to help each other to complete their charts.

Arrange the students in small circles. They will take turns telling about a time when someone caused them to get into trouble. After each student has spoken the others will suggest other things he or she could have done. They will help their fellow students see that there is always a choice.

Then ask students why "group pressure" might cause a wrong choice.

Have the students number from one to five on a piece of paper, leaving several lines between each number. Have them list five decisions they have made within the last week. Have them write also whether or not the decision was made alone or was influenced by someone else.

SELECTED FOURTH GRADE ACTIVITIES AND IDEAS
ACHIEVEMENT MOTIVATION

CHANCE AND PLANNING

Achievement
Motivation
Goal A
P. I. 1, 2, 3
Grade 4

Achievement Motivation

Goal A: Students will develop and incorporate skill in planning and setting goal goals.

Competency: Students will describe the planning process and compare it to the trial-and-error approach.

Performance Indicator(s): Students will be able to: 1) define the planning process, 2) describe the planning approach and the trial and error approach to getting a task done, and 3) compare the planning approach to the trial-and-error approach to task accomplishment.

Activity Objective

Students will be able to describe the planning approach and the trial-and-error approach and compare the two.

Activity

Total Time: one or two classes

Suggested Subject Matter Area: tape, paste, crayons, scissors

Materials/Resources: resource pages

Educator's Preparation: duplicate copies of clown's face and clown's face features (resource pages); be familiar with entire activity

Directions:

Arrange desks in groups of four so students will not be able to see the work of each other. Tape a clown face (see resource page) near the area where each group will be working. Seat the children.

Introduce the problem. Tell the students that Clarence the Clown has a problem. He doesn't have his face on yet, and he can't find his make-up. He wants you to finish his face.

Distribute the page with the features (see resource page). Ask them to secretly select one thing: an eye, the nose, or the mouth. Then secretly color it and cut it out. They should try to do this without showing the other group members which feature they have chosen.

Each student will then put paste on the back of his or her chosen feature. Then, on the signal from the teacher, the group members will paste their features on the blank clown face. Several things may happen.

- Students will stop before they paste the features down, realizing that they have duplicates of some and none of others.

- Students will paste down features, noting duplicates and/or omissions.
- A group may end up with two eyes, a nose, and a mouth in the right places. If so, point out that this is a rare occurrence.

Give to each group its second blank clown face (resource page), and have them spend a few minutes planning who will add which feature. They should color, cut, and paste as before. Then they sign their names to the completed picture of Clarence.

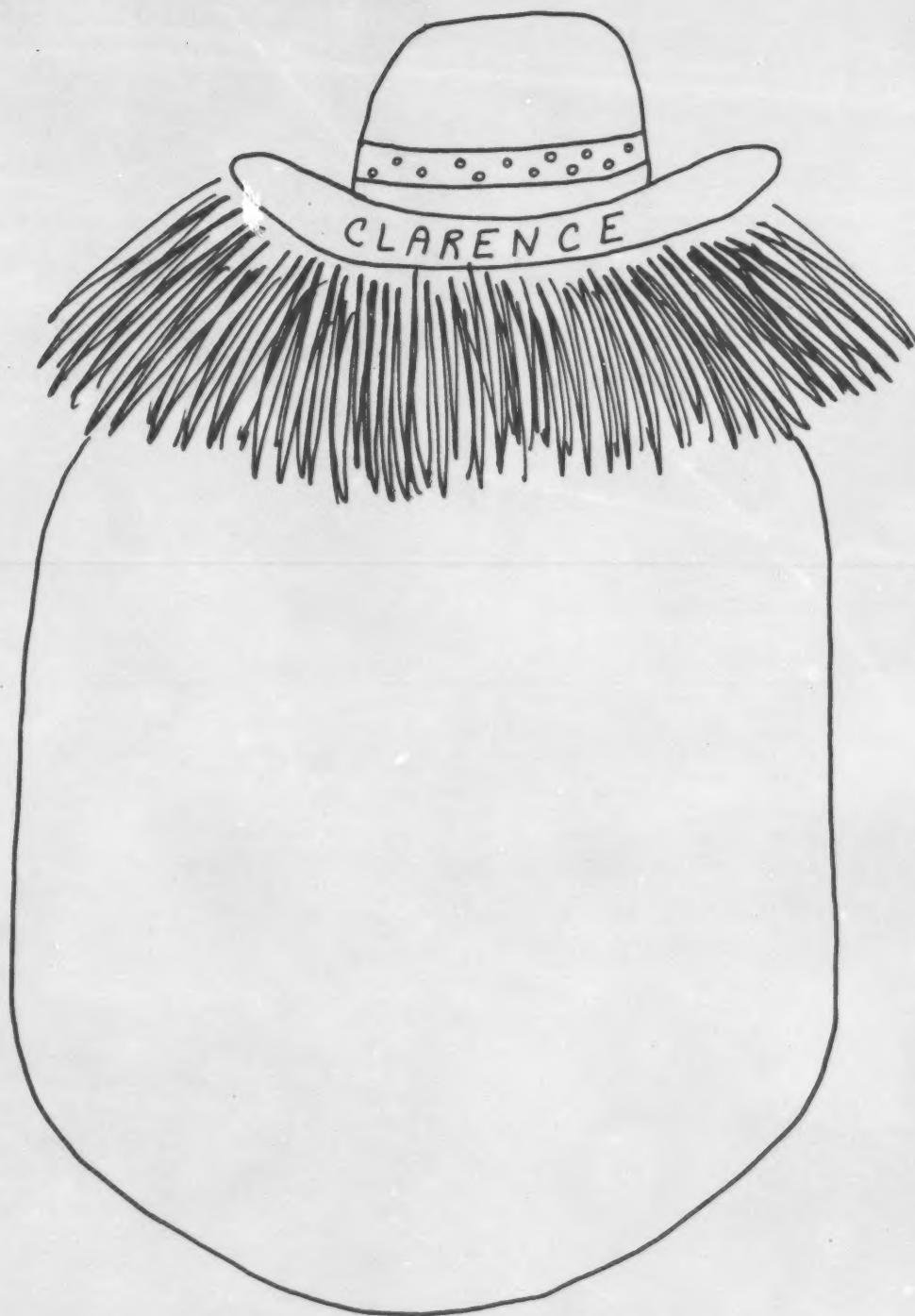
Process the activity. Tell them that they had a problem to be solved: they had to put a clown's face on him. First, they just took a chance. It didn't work out. When they sat down and made a plan, it went quicker and they got the job done. Each person did something. Have one person from each group stand up and explain their plan: "Lillian did one eye. Cedric did the other. Sandy did the nose, and Leonard did the mouth."

Discuss which method they thought worked better and the benefits of using the planning approach.

EVALUATION: The students should be able to:

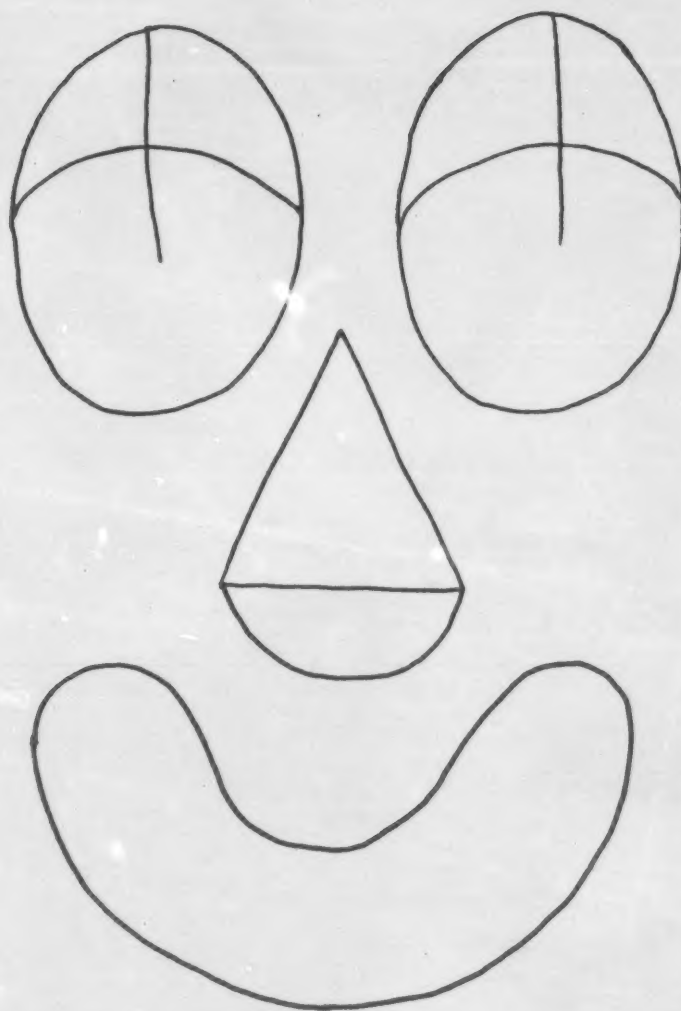
- define the planning process and two things that are considered during planning
- describe a task they need to do
- describe a trial-and-error approach and a planning approach to doing the task
- compare the planning approach and the trial-and-error approach, including time involved, planning results in a better product, planning results more often in a successfully completed task

(See Evaluation Form for "Chance and Planning.")



Resource Page for
"Chance and Planning"

Choose only one. Color it and cut it.



Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

CHANCE AND PLANNING
 Achievement Motivation Goal A Grade 4

Students are able to:

1. define the planning process and 2 things that are considered during planning
2. describe a task they need to do
3. describe a trial-and-error and a planning approach to doing the task
4. compare the planning and the trial-and-error approaches (include time involved, planning results in a better product, planning results more often in a successfully completed task)

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. task	3. approach	4. compare
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

YOUR WORK IS YOUR MASTERPIECE

Achievement
Motivation
Goal B
P. I. 1, 2
Grade 4

Achievement Motivation

Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

Competency: Students will describe steps they follow in producing a product or task they take pride in.

Performance Indicator(s): Students will be able to: 1) describe a task or product they have taken pride in producing, and 2) identify pride as an intrinsic reward dependent upon internal criteria.

Activity Objective

Students will describe a task they have taken pride in producing and discuss how pride is an intrinsic reward.

Activity

Total Time: one class period

Suggested Subject Matter Area: art

Materials/Resources: reproductions of art masterpieces and/or pieces of hand-made pottery

Educator's Preparation: be familiar with the entire activity; gather a collection of art reproductions and/or handmade pottery

Directions:

Introduce the activity by presenting some great art reproductions. Focus on the artists' signatures. You may want also to show some pieces of hand-made pottery with potters' marks on the bottom.

Break the class into small groups. Give to each group an art reproduction or a piece of pottery. They are to look at the object and think of reasons why the artist or potter put his or her name or mark on the finished piece. Ask them to look for specific things. Appoint a recorder for each group.

Reassemble the large group. Have each recorder read aloud his or her group's list of reasons.

Usually artists don't sign their work unless they feel good about it. Hopefully, most of the reasons the children give will relate to the artists' satisfaction, pride, or good feelings. Point this out to the students. These are called intrinsic rewards.

Discuss with the class one task or product they have taken pride in producing.

In the discussion, point out the intrinsic rewards they feel and one thing that was important to them in producing the product.

EVALUATION: Students should be able to:

- describe one task or product they have taken pride in producing
- define pride as an intrinsic reward
- describe one internal criteria that was important to them in the example above

(See Evaluation Form for "Your Work Is Your Masterpiece" and "Tate Improvement Plan.")

TATE IMPROVEMENT PLAN

Achievement
Motivation
Goal B
P. I. 3
Grade 4

Achievement Motivation

Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

Competency: Students will describe steps they follow in producing a product or task they take pride in.

Performance Indicator(s): Students will be able to: 3) discuss four major steps involved in accomplishing their task or creating their product.

Activity Objective

Students will select a method of improvement and then decide whether the method was effective.

Activity

Total Time: ten minutes each day for a week

Suggested Subject Matter Area: arithmetic

Materials/Resources: scotch tape

Educator's Preparation: be familiar with entire activity; duplicate resource page for each student

Directions:

Distribute appropriate paper and have students write the students write the multiplication facts for assessment. Collect the papers. As you "correct" these assessments, circle those facts which were correct.

During the next class period, return their corrected "tests" and a copy of the *MULTIPLICATION RECORD SHEET* (see resource page). Explain that the facts which you circled on their "tests" were correct. Have them circle the corresponding fact on their copies of the *MULTIPLICATION RECORD SHEET*. As each of the remaining facts is learned, it will be circled also. They should put their names on the *MULTIPLICATION RECORD SHEET* and tape it to the upper corners of their desks. (If the children do not have assigned desks, they may keep them with their other belongings.) The progress record should be accessible so students know exactly which facts they have mastered. Also, the facts can be practiced in small fragments of spare time.

Now we will ask the students to:

1. pinpoint the trouble
2. select a method of improvement (Here they will need to plan a method to learn the facts. This may include rehearsal, flash cards, etc.)

Have the students look at the facts which remain uncircled. Ask them to apply one of the following to each unlearned fact:

- I need to be shown again.
- I'm stuck and need more practice.

Now divide the class into groups of five or six. To each group assign the task of devising an improvement plan for either of the above. Have them begin by brainstorming a list of ideas, regardless of how wild they are. Be sure each group has a recorder. Then have the students return to their seats and write or draw sketches of their plans for improvement. This should be taken from the discussion above.

Allow time to practice the plan they chose.

Introduce the TATE Improvement Plan:

1. T = Test yourself or have someone test you.
2. A = Act on test results. This includes getting extra help, starting all over, practicing more, finding a better place to work, and deciding when you might be ready to test again.
3. T = Test again to see how you're doing.
4. E = Evaluate your test to see if you need more work or are ready to go on.

Call attention to the chart as you speak. Point out that TATE is an acronym; that is, a word formed by taking the first or first few letters of several words.

TATE IMPROVEMENT PLAN

Test
Act
Test again
Evaluate

Allow students to work on the facts for about three class periods. Station at the chalkboard, or at the tables, those who have mastered all the facts. The remaining students can come to these "help stations" for assistance.

Allow the students to "test" themselves as they have planned. Correct their self-administered tests. If necessary, help them circle the facts they have mastered on their personal record sheets.

EVALUATION: Students should be able to: (Using example in P.I. #1)

- explain the steps involved in planning for that product or task, the "doing" portion of the task or the creating process for the product, the steps involved in evaluating the product or task accomplishment, and the steps involved in "redoing" the product or task if necessary

(See Evaluation Form for "Your Job Is Your Masterpiece" and "Tate Improvement Plan.")

MULTIPLICATION RECORD SHEET

$1 \times 1 = 1$

$1 \times 2 = 2$

$1 \times 3 = 3$

$1 \times 4 = 4$

$1 \times 5 = 5$

$1 \times 6 = 6$

$1 \times 7 = 7$

$1 \times 8 = 8$

$1 \times 9 = 9$

$2 \times 1 = 2$

$2 \times 2 = 4$

$2 \times 3 = 6$

$2 \times 4 = 8$

$2 \times 5 = 10$

$2 \times 6 = 12$

$2 \times 7 = 14$

$2 \times 8 = 16$

$2 \times 9 = 18$

$3 \times 1 = 3$

$3 \times 2 = 6$

$3 \times 3 = 9$

$3 \times 4 = 12$

$3 \times 5 = 15$

$3 \times 6 = 18$

$3 \times 7 = 21$

$3 \times 8 = 24$

$3 \times 9 = 27$

$4 \times 1 = 4$

$4 \times 2 = 8$

$4 \times 3 = 12$

$4 \times 4 = 16$

$4 \times 5 = 20$

$4 \times 6 = 24$

$4 \times 7 = 28$

$4 \times 8 = 32$

$4 \times 9 = 36$

$5 \times 1 = 5$

$5 \times 2 = 10$

$5 \times 3 = 15$

$5 \times 4 = 20$

$5 \times 5 = 25$

$5 \times 6 = 30$

$5 \times 7 = 35$

$5 \times 8 = 40$

$5 \times 9 = 45$

$6 \times 1 = 6$

$6 \times 2 = 12$

$6 \times 3 = 18$

$6 \times 4 = 24$

$6 \times 5 = 30$

$6 \times 6 = 36$

$6 \times 7 = 42$

$6 \times 8 = 48$

$6 \times 9 = 54$

$7 \times 1 = 7$

$7 \times 2 = 14$

$7 \times 3 = 21$

$7 \times 4 = 28$

$7 \times 5 = 35$

$7 \times 6 = 42$

$7 \times 7 = 49$

$7 \times 8 = 56$

$7 \times 9 = 63$

$8 \times 1 = 8$

$8 \times 2 = 16$

$8 \times 3 = 24$

$8 \times 4 = 32$

$8 \times 5 = 40$

$8 \times 6 = 48$

$8 \times 7 = 56$

$8 \times 8 = 64$

$8 \times 9 = 72$

$9 \times 1 = 9$

$9 \times 2 = 18$

$9 \times 3 = 27$

$9 \times 4 = 36$

$9 \times 5 = 45$

$9 \times 6 = 54$

$9 \times 7 = 63$

$9 \times 8 = 72$

$9 \times 9 = 81$

ACTIVITY EVALUATION FORM

YOUR WORK IS YOUR MASTERPIECE ** TATE IMPROVEMENT PLAN
Achievement Motivation Goal B Grade 4

Students are able to:

1. describe one task or product they have taken pride in producing
2. define pride as an intrinsic reward
3. describe one internal criterion that was important to them in the example above
4. explain the steps involved in the planning, "doing" or creating, evaluating accomplishment, and "redoing" the product or task if necessary

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. describe	2. intrinsic	3. criteria	4. steps
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

ACTIVITY IDEAS

Grade: Fourth

Content Area: Achievement Motivation

Indicate to the students that the purpose of this activity is to compare the trial-and-error approach and the planning process. Explain to the class that what we wear often tells something about ourselves. Our clothes talk in their own way. Clothing can say that we are quiet or loud, clean or not, sloppy or neat, caring about our health, etc.

First look at dressing by trial-and-error. Ask the students to write down the kinds of clothing they will wear tomorrow. Have them use detail (e.g., cleanliness, color, type of materials, sleeve and hem length, and accessories). Then read to them a situation you have created that will be opposite to what they expect (e.g., you are speaking in front of all the school tomorrow, or you have to go visit your friend in northern Minnesota where the temperature is 10°F, or you are playing in the intermural baseball game playoffs after school, or . . .). Ask if their outfit is appropriate for the situation. Go through this process one more time.

Then brainstorm things they need to check ahead of time before they can plan their clothing for the next day (e.g., activities they will be involved in, the weather forecast, the image they wish to project, etc.). Read a situation to the students and then allow them to plan clothing they would like to wear. Again have them include details.

Ask which method they preferred, trial-and-error or planning, and why. Also ask them to describe other situations where they have used these different approaches.

Ask the students to think of a place in the community that needs beautifying. You may want to take them on a walk to survey what the community's beautification needs may be: repainting, cleaning up, picking up trash, planting, landscaping or mural painting. Then have the class prioritize all the needs they have observed. Call the city offices to get the name of the person who is responsible for the need which is the top priority of the students. Invite him or her to speak to the students about his or her work. Have the students point out the need and present a beautification proposal, describing costs and the donated labor. It will impress this official if the proposal includes details of what will be done and by whom. When the proposal is authorized, funded or approved, let the students begin working. Bring your slide camera or have a parent take pictures. Invite the press to chronicle the project for the local paper. In addition to helping students plan and carry out their project, have them specify ways they plan to evaluate the success of their project.

You can get a lot of mileage out of this activity. You can get:

- good publicity. The newspaper, the parents, and the city council will be impressed with the relevant learning taking place in "the schools" today.
- future language arts topics. The students can write follow-up letters. They can prepare and record a tape narrating the slides. Use this for Open House.
- future social studies topics. You can use this activity to introduce the work of city, county, or regional planning commissions. Let the students send or accompany their slide-tape presentations to one of the planning commission meetings.
- motivation of heretofore unmotivated students. This is a reality-centered activity. It can give students a chance to use a learning mode other than paper and pencil. It is a way to learn group work skills. From this, students can also learn the essential nature of individual contributions in the community.

SELECTED FOURTH GRADE ACTIVITIES AND IDEAS

PROBLEM SOLVING

INTERESTS CHANGE

Problem-Solving
Goal B
P. I. 1, 2, 3
Grade 4

Problem-Solving

Goal A: Students will develop and incorporate the ability to anticipate and cope with change.

Competency: Students will describe how interests and capabilities can change.

Performance Indicator(s): Students will be able to: 1) describe their interests and capabilities, 2) describe interests and capabilities that have changed, and 3) describe reasons why interests and capabilities can change.

Activity Objective

Students will describe their current interests and capabilities and discuss how and why they have changed.

Activity

Total Time: one class period

Suggested Subject Matter Area: social studies

Materials/Resources: for each student five pieces of heavy stock drawing paper the size of greeting cards; crayons, water colors, or felt-tipped pens for each group; a pencil for each student; some samples of juvenile birthday cards which indicate the age of the recipient (optional)

Educator's Preparation: be familiar with entire activity; collect samples of different age birthday cards

Directions:

On the chalkboard, brainstorm a list of students' hobbies, interests, capabilities, and things they'd like to own or do. Have students discuss and describe the things they do that are especially enjoyable to them.

If you have a sample of a child's birthday card, show it to the students. (Perhaps you found one that says on the front, "Happy birthday to a big six-year-old!") Have them think for a moment about the subjects of the illustrations on such cards. Ask why certain subjects are chosen (to appeal to children's tastes, interests, and capabilities at various ages). Have them think of what their interests are now and what objects and activities might represent these interests. Ask them to think of a gift they'd like to receive for their next birthday. The gift can be an object, a privilege, or an experience. If the gift is something they really want, chances are it represents a current interest.

Now explain that they are to prepare a birthday card for themselves which illustrates the gift they'd like to receive for the coming birthday.

Remember, it can be an object, but it can also represent a privilege or an experience. On the inside, they can write a message they'd like to hear.

Then ask them to think back to two years ago and make another birthday card showing a gift they wanted and/or received--just as long as it represents their tastes, capabilities, and/or interests two years ago.

Have them proceed backward, making a card for every other year until age four or five, depending on their present ages.

Now have them lay the cards out in front of themselves in chronological order. Process the activity by a class discussion. Ask them:

- if their interests and capabilities depict change taking place
- if there is some continuity to their interests and capabilities
- how their interests and capabilities have changed
- when their interests and capabilities have changed
- to categorize their interests and capabilities
- if the cards illustrate objects or experiences
- to discuss why they think there has been changes in their interests and capabilities

EVALUATION: Students should be able to:

- describe two of their present interests and one capability
- describe their interests and capabilities at ages one and six
- describe how those interests and capabilities are different from their present ones
- describe three reasons why interests and capabilities can change

(See Evaluation Form for (Interests Change."))

Teacher _____

Date(s) _____

ACTIVITY EVALUATION FORM

INTERESTS CHANGE
Problem Solving Goal B

Grade 4

Students are able to:

1. describe two of their present interests and one capability
2. describe their interests and capabilities at ages one and six
3. describe how those interests and capabilities are different from their present ones
4. describe three reasons why interests and capabilities can change

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. interests	2. 1 and 6	3. different	4. change
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

ACTIVITY IDEAS

Grade: Fourth
Content Area: Problem Solving

Have students in small groups prepare a slide show or an overhead projector show of negative ways people relieve stress and acceptable ways they relieve stress associated with problems. Have them also prepare a script to go along with their show and present their production to the class.

Show a copy of the page on the overhead projector. Point to each box as you read it aloud.

Explain how to cut the SKILLS sheet into squares and paste them under the appropriate heading on the HOW WE GET INFORMATION SHEET.

Ask the students to think of a two-year-old child they know. Ask:

- a. Who will describe this two year old?
- b. How does this child get information?
- c. Does he or she ask questions?
- d. Does he or she taste, smell, listen, use the dictionary, write questions?

Distribute copies of HOW WE GET INFORMATION:

HOW WE GET INFORMATION

two years old	four years old	six years old	eight years old

Ask the students to focus on each category as they talk about the skills of children in each.

Distribute copies of SKILLS:

SKILLS

taste	smell	ask questions	read signs
read a paper	listen	dial the telephone	use the encyclopedia
use the telephone book	write a question	see	use the dictionary
tell time	count	read numbers	read alphabet letters
feel and touch	use alphabetical order	match colors and color names	read an outdoor thermometer

The following supplementary activity sheet might be helpful in reinforcing the concepts found in Goal B.

nce upon a time...

Five years ago I
use to _____

_____.

My best friend was

_____.

My favorite food was

_____.

My favorite toys
were _____

_____.

At school I use to

_____.

On Saturdays I use to

_____.

SUPPLEMENTARY ACTIVITY FORMS

Self-Understanding

Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Competency: Students will recognize that they are important to themselves and others.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Self-Understanding

Goal E

P.I.

Grade 4

Self-Understanding

Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Competency: Students will indicate how all people are different and that they have **skills and abilities.**

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Self-Understanding

Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

Competency: Students will recognize situations where they have some control over their environment.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Interpersonal
Relations

Goal A

P.I.

Grade 4

Interpersonal Relations

Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.

Competency: Students will listen to and speak with both friends and others who are not close friends.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Interpersonal
Relations
Coal B
P.I.
Grade 4

Interpersonal Relations

Goal B: Students will develop and incorporate skills that encourage and enhance relationships with their families.

Competency: Students will describe the benefits of family cooperation.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Interpersonal
Relations
Goal C
P.I.
Grade 4

Interpersonal Relations

Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

Competency: Students will describe how people depend on each other to fulfill their needs.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Interpersonal
Relations
Goal D
P.I.
Grade 4

Interpersonal Relations

Goal D: Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.

Competency: Students will explain how what they say affects others' actions and how what others say affects their actions.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Expressing Ideas
Goal A
P.I.
Grade 4

Expressing Ideas

Goal A: Students will develop and incorporate an understanding of various methods of expression in their daily lives.

Competency: Students will describe what constitutes an opinion, a belief, and a fact.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Expressing Ideas
Goal B
P.I.
Grade 4

Expressing Ideas

Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.

Competency: Students will discuss and differentiate the definitions of assertiveness, aggressiveness, and non-assertiveness.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Gathering and
Processing Info
Goal A
P.I.
Grade 4

Gathering and Processing Information

Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.

Competency: Students will understand what important events affect the lives of self and others.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Gathering and Processing Information

Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.

Competency: Students will describe how workers learn from their jobs.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Gathering and Processing Information

Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

Competency: Students will describe a variety of stereotypes and indicate ways that stereotypes affect them.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Rights and Responsibilities

Goal A: (Individual) Students will develop and incorporate an understanding of the rights and responsibilities of family members.

Competency: Students will recognize that both parents and children have responsibilities.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal B
P. I.
Grade 4

Rights and Responsibilities

Goal B: (Learner) Students will develop and incorporate an understanding of the rights and responsibilities of the learner.

Competency: Students will identify the learning process.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Rights and Responsibilities

Goal C: (Citizen) Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.

Competency: Students will recognize basic rights and responsibilities that affect their lives as U. S. citizens.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Rights and Responsibilities

Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.

Competency: Students will discuss why the ability to determine need or priority is a significant consumer skill.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter:

Materials/Resources:

Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal E
P. I.
Grade 4

Rights and Responsibilities

Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Competency: Students will recognize how they depend on different producers.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Valuing and Decision-Making

Goal A: Students will develop and incorporate an understanding of how values affect their lives.

Competency: Students will define "values" and describe their own values.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Valuing and Decision-Making

Goal B: Students will develop and incorporate an understanding of the decision-making process.

Competency: Students will describe the decision-making process.

Performance Indicator(s):

Activity Objective

Activity

Total Time,

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Valuing and Decision-Making

Goal C: Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.

Competency: Students will describe how their lives have been influenced by decisions they and others have made.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Achievement
Motivation
Goal A
P. 1.
Grade 4

Achievement Motivation

Goal A: Students will develop and incorporate skill in planning and setting goal goals.

Competency: Students will describe the planning process and compare it to the trial-and-error approach.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Achievement
Motivation
Goal B
P. I.
Grade 4

Achievement Motivation

Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

Competency: Students will describe steps they follow in producing a product or task they take pride in.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Problem-Solving

Goal A: Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.

Competency: Students will discuss various methods of relieving stress associated with problems.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Problem-Solving

Goal B: Students will develop and incorporate the ability to anticipate and cope with change.

Competency: Students will describe how interests and capabilities can change.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

FOURTH GRADE GUIDANCE CURRICULUM GUIDE

116

FOURTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content: I</u> Self Understanding <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal: C</u> <u>Obj: 1</u>	Students will recognize situations where they have some control over their environment. Students are able to: 1. identify situations where they have control in their home, 2. identify situations where they have control in their school. 3. identify situations where they have control in their community.	Students are able to: 1. identify two situations where they exhibit control in their home (i.e., doing their chores, interacting with siblings, cooperating with family members, etc.). 2. identify two situations where they exhibit control in their school (i.e., choice of involvement and contributions in classroom and in activities, class responsibilities, etc.). 3. identify two situations where they exhibit control in their community (i.e., buying in stores, respecting property, involvement and contribution to community activities, etc.).
<u>Content: II</u> Inter-personal Relations <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal: A</u> <u>Obj: 2</u>	Students will listen to and speak with both friends and others who are not close friends. Students are able to: 1. distinguish between close friends and those persons who are not close friends. 2. describe how they listen to and speak with their friends and those persons who are not close friends. 3. compare ways they listen to and speak with others.	Students are able to: 1. a) provide five examples of persons they listen to and speak with (i.e., teachers, students, store clerks, family, people in the community, workers, peers, etc.). b) provide two examples of close friends. c) provide two examples of persons who are not close friends. 2. a) describe two situations when they listen to and speak with friends. b) describe two situations when they listen to and speak with persons who are not close friends. 3. based on the examples given in #2, indicate the quality and intensity of the skills they use. * demonstrate observable behaviors (i.e., exhibit at school a growing ability to listen to and speak with both friends and others who are not close friends, etc.).

117

118

FOURTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> I Self Understanding <u>Role(s):</u> Individual <u>Goal:</u> A <u>Obj:</u> 1	Students will recognize that they are important to themselves and others. Students are able to: 1. discuss why everyone needs to feel important. 2. describe people who are important to them and why they are important. 3. describe situations when they are important to others and when they feel special to themselves.	Students are able to: 1. a) discuss what happens when someone does not ever feel important. b) discuss two reasons why everyone needs to feel important (i.e., when people feel important they believe in themselves, feel physically healthier, do their jobs better, get along with others, try succeeding in different tasks, etc.). 2. a) describe four people who are important to them. b) describe one reason why each person is important (i.e., fulfills some physical or emotional need, is a role model, etc.). 3. a) describe two situations when they are important to others. b) describe two situations when they are important to themselves.
<u>Content:</u> I Self Understanding <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> B <u>Obj:</u> 1	Students will be able to: 1. describe the physical and personality characteristics of themselves and others at various ages. 2. identify the skills and abilities of themselves and others. 3. describe the skills and abilities of themselves and others.	Students are able to: 1. a) define characteristics: something that distinguishes one person from another b) base descriptions on the physical and personality changes that occur over three different ages - 3 years old, their own age, and an adult. 2. a) define skill: something a person has learned to do often and well b) define ability: the power to do something well c) identify three skills and abilities for themselves and one each for two other persons. 3. base their descriptions on the skills and abilities identified in #2 and discuss the similarities and differences.

FOURTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> II Inter- personal Relations <u>Role:</u> Individual <u>Goal:</u> B <u>Obj:</u> 1	Students will describe the benefits of family cooperation. Students are able to: 1. describe what cooperation means. 2. discuss ways their family members cooperate. 3. describe the benefits of their family's cooperation.	Students are able to: 1. define cooperation as working together toward a common goal or purpose. 2. discuss two ways their family members cooperate (i.e., cleaning house, preparing meals, building a project, etc.). 3. describe three benefits of their family cooperation (i.e., work is done faster, sharing the work is more fun, cooperation encourages more communication and interaction, cooperation encourages feelings of importance, etc.).
<u>Content:</u> II Inter- personal Relations <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> C <u>Obj:</u> 1	Students will describe how people depend on each other to fulfill their needs. Students are able to: 1. identify their needs. 2. identify situations where people work together. 3. identify situations where people depend on each other.	Students are able to: 1. identify three of their needs (e.g., love, food, clothing, shelter, ability to communicate, etc.). 2. identify two situations where people work together (e.g., assembly line making a car, farmers and truckers getting food to market, students working on a project together, friends or family helping each other, etc.). 3. identify three situations where people depend on each other (e.g., farmers for food, loggers for housing construction, telephone operators for communications, parents and friends for love and companionship, etc.).

121

122

FOURTH GRADE

Competency	Performance Indicators	Suggested Performance Levels	
<u>Content:</u> II Inter-personal Relations <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> D <u>Obj:</u> 2	Students will explain how what they say affects others' actions and how what others say affect their actions.	Students are able to: 1. describe situations where what they say has affected how others acted. 2. describe situations where what others said has affected how they acted. 3. explain the interrelationship between speech and actions.	Students are able to: 1. describe two situations where what they have said has affected how others have acted. 2. describe two situations where what others have said has affected how they acted. 3. based on the examples given in #1 and #2, explain the interrelationship between speech and actions: own speech → others' feelings → others' actions and speech → own feelings → own actions and speech, etc. * demonstrate observable behaviors (i.e., demonstrate a growing understanding of how they affect others by what they say and how they are influenced by what others say, etc.).
<u>Content:</u> III Expressing Ideas <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> A <u>Obj:</u> 1	Students will describe what constitutes an opinion, a belief, and a fact.	Students are able to: 1. describe what constitutes an opinion. 2. describe what constitutes a belief. 3. describe what constitutes a fact.	Students are able to: 1. a) define opinion as a point of view; an idea; a feeling toward a certain way of thinking. b) provide an example of an opinion (i.e., one TV show is better than another, their favorite dessert is the best of all, etc.). 2. a) define a belief as a strong feeling about something; faith; acceptance of something. b) provide one example of a belief (i.e., own religious beliefs, belief that one type of behavior is better than another, etc.). 3. a) define a fact as a truth; something that has really happened; something real. b) provide one example of a fact (i.e., their name, their birthdate, the color of their hair, etc.).

FOURTH GRADE

159

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> III Expressing Ideas <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> B <u>Obj:</u> 1	Students will discuss and differentiate the definitions of assertiveness, aggressiveness, and non-assertiveness. Students are able to: 1. describe the meaning of assertiveness. 2. describe the meaning of aggressiveness. 3. describe the meaning of non-assertiveness. 4. discuss the differences between assertiveness, aggressiveness, and non-assertiveness.	Students are able to: 1. a) define assertiveness as expressing one's feelings, beliefs, or desires in such a way that enhances self-respect and dignity but does not interfere with others' safety or self-respect. b) recognize situations that exemplify assertiveness. 2. a) define aggressiveness as getting needs met or expressing desires, feelings, or beliefs at the expense of someone else's dignity or self-respect; aggressiveness does not always result in the person respecting him/herself. b) recognize situations that exemplify aggressiveness. 3. a) define non-assertiveness as bottling up emotions ranging from warmth to anger because of high levels of anxiety, guilt, or deficiencies in social skills; non-assertiveness does not result in respect for oneself. b) recognize situations that exemplify non-assertiveness. 4. include the following in their discussion: • aggressiveness and non-assertiveness do not foster self-respect and dignity while assertiveness does • aggressiveness is not concerned with others, assertiveness is • non-assertiveness does not emphasize concern for one's own feelings and dignity, assertiveness does.

125

126

FOURTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> IV Gathering & Processing Information <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> A <u>Obj:</u> 1	Students will understand what important events affect the lives of self and others. Students are able to: 1. describe what constitutes an important event. 2. identify the important events in their lives. 3. recognize that the number and variety of important events depends on how long a person has lived.	Students are able to: 1. describe an important event as something that happens that makes a difference or changes their lives. 2. identify three important events in their lives (i.e., being born, learning to walk, learning to talk, starting school, etc.). 3. a) identify an older person. b) describe the important events in his/her life. c) discuss how the number and variety of events are greater than theirs because that person has lived longer.
<u>Content:</u> IV Gathering & Processing Information <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> B <u>Obj:</u> 1	Students will describe how workers learn from their jobs. Students are able to: 1. describe a variety of jobs and the amount of educational preparation those jobs require. 2. describe how workers learn about dealing with people from their jobs. 3. describe how workers learn more about themselves from their jobs.	Students are able to: 1. a) describe two jobs they might be interested in. b) describe the educational preparation the jobs described in #1a require. 2. describe two ways workers learn about dealing with people from their jobs (i.e., getting along with fellow workers, learning to operate in an employer-employee relationship, ability to communicate ideas or desires to fellow workers effectively, etc.). 3. describe one way workers learn more about them- selves from their jobs (i.e., understanding their work limits, their ability to continue learning on the job, their ability to improve their job skills with practice, etc.).

FOURTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> IV Gathering & Processing Information <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> C <u>Obj:</u> 1	Students are able to: 1. describe a variety of stereotypes. 2. describe how stereotypes affect their lives.	Students are able to: 1. a) review the meaning of stereotype (belief that a certain group possess common qualities or characteristics). b) describe three stereotypes (i.e., race prejudice, all women are weak, all athletes are dumb, all teenagers are bad drivers, etc.). 2. describe two ways stereotypes affect their lives (i.e., their attitudes toward others and others' attitudes toward them).
<u>Content:</u> V Rights & Responsibilities <u>Role:</u> Individual <u>Goal:</u> A <u>Obj:</u> 1	Students are able to: 1. describe some responsibilities which children have. 2. describe some responsibilities which parents have.	Students are able to: 1. a) describe two responsibilities which children have (i.e., demonstrating respect toward parents; chores such as feeding pets, setting the table, cleaning their room...; cooperate with family members in working toward a satisfactory family life, etc.). b) recognize that responsibilities will vary within each family. 2. a) describe three responsibilities which parents have (i.e., provide food, clothing, shelter, a place to sleep, physical and medical care, emotional support, respect, and educational opportunities, etc.). * Reference for concept clarification: Legal authorization concerning child abuse and neglect--Georgia Code 74-111 (1977), 32-2111 (1945), 32-1009 (1919). b) recognize that different families view responsibilities differently.

FOURTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	3. discuss how the meeting of responsibilities of both parents and children contributes toward a satisfactory family life.	3. include the following points in their discussion: • when family members meet their responsibilities they convey the message that they value the other members • family members who meet their responsibilities contribute toward other members being able to meet their responsibilities (this effect is more pronounced with parents upon children rather than vice-versa) • family responsibilities are directly related to family rights.
<u>Content:</u> V Rights & Responsibilities <u>Role:</u> Learner <u>Goal:</u> B <u>Obj:</u> 1	Students will identify the learning process. Students are able to: 1. describe what is involved in the learning process.	Students are able to: 1. a) identify the four basic steps of the learning process: • initial exposure • repetition of exposure • responding • reinforcement b) identify two means of carrying out each of the basic parts of the learning process: • initial exposure (i.e., reading; listening to a speaker, tape, record...; watching a model, film, television, pictures...; feeling for experiencing through the other senses; etc.) • repetition of exposure (i.e., through identical and/or other means as initial exposure: see the examples above)

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	1. (continued) 2. describe how the learning process takes place developmentally. 3. describe situations when they have experienced different aspects of the learning process.	• responding (i.e., testing, self-tests, verbal responding, nonverbal responses, etc.). • reinforcement (i.e., tangible rewards from self or others such as money, candy, toys...; academic rewards such as grades, written progress reports...; verbal reinforcement; nonverbal reinforcement; intrinsic rewards such as pride, self-satisfaction...). 2. describe the developmental sequence that takes place as persons learn: awareness, understanding, and application. 3. describe one situation they have experienced for each of the four basic aspects of the learning process.
<u>Content: V</u> Rights & Responsibilities <u>Role:</u> Citizen <u>Goal: C</u> <u>Obj: 1</u>	Students will recognize basic rights and responsibilities that affect their lives as U.S. citizens.	Students are able to: 1. describe some basic rights and responsibilities of U.S. citizens. 2. describe some basic rights that directly affect their lives as U.S. citizens.	Students are able to: 1. describe four basic rights and responsibilities of U.S. citizens (i.e., the right to vote, the right to free speech, the right to a public education, the right to protection under the law; the responsibility to learn of candidates and vote wisely, the responsibility to not use slander or libel, the responsibility to attend school, the responsibility to obey the laws, etc.). 2. describe two basic rights that directly affect their lives as U.S. citizens (i.e., the right to a public education, the right to adequate care as a child, the right to be treated fairly and equally, etc.).

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. describe some basic responsibilities they have as U.S. citizens.	3. describe two basic responsibilities they have as U.S. citizens (i.e., the responsibility to attend school; the responsibility to not hurt others; the responsibility to respect others' property as opposed to vandalism, etc.).
<u>Content:</u> V Rights & Responsibilities <u>Role:</u> Consumer <u>Goal:</u> D <u>Obj:</u> 1	Students will discuss why the ability to determine need or priority is a significant consumer skill.	Students are able to: 1. describe what is a need and a priority. 2. describe a variety of needs and prioritize those needs. 3. discuss why it is important for a consumer to be able to recognize their needs and prioritize those needs.	Students are able to: 1. a) describe a need as something that is necessary. b) describe a priority as something that is most important (i.e., one need is more important to have than another need, etc.). 2. a) describe five things they need that must be bought (i.e., food, new clothes, paper for school, shelter, soap, books, etc.). b) prioritize the things they need identified in #2a (most important need first...least important need last). 3. include in their discussion the two following reasons: • the consumer acquires the important things (or services) first • the consumer plans spending so that the important things (or services) are acquired before his/her money runs out.

FOURTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content: V</u> Rights & Responsibilities <u>Role:</u> Producer <u>Goal: E</u> <u>Obj: 1</u>	Students will recognize how they depend on different producers. Students are able to: 1. identify a variety of producers. 2. recognize that producers are service-oriented or product-oriented. 3. describe how they depend on those producers	Students are able to: 1. identify four different producers. 2. determine if the examples from #1 are service-oriented (doing things for other people) or product-oriented (making things for other people). 3. describe how they depend on those producers identified in #1 (i.e., a farmer grows our food, a teacher helps us learn, a manufacturer makes our cars, etc.).
<u>Content: VI</u> Valuing & Decision-Making <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal: A</u> <u>Obj: 1</u>	Students will define "values" and describe their own values. Students are able to: 1. define value. 2. describe a variety of values. 3. describe some of their own values.	Students are able to: 1. define a value as something that is very important to a person. 2. describe three values that other people appear to have (i.e., wealth, education, love, fun activities, etc.). 3. describe two of their own values.

FOURTH GRADE

161

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> VI Valuing & Decision-Making <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> B <u>Obj:</u> 1	Students are able to: 1. Define the decision-making process. 2. describe the six steps involved in the decision-making process.	Students are able to: 1. define the decision-making process as a series of sequential steps leading to a decision. 2. describe the following six steps that make up the decision-making process: • identification of the decision to be made • information gathering • determination of values and opinions • generating and reviewing alternatives • reviewing possible consequences and risks • choosing an alternative (making the decision).
<u>Content:</u> VI Valuing & Decision-Making <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> C <u>Obj:</u> 1	Students are able to: 1. describe some decisions they have made. 2. describe some decisions others have made. 3. discuss how these decisions have influenced their lives.	Students are able to: 1. describe two decisions they have made in the past. 2. describe two decisions made by persons having authority (i.e., parents, teachers, government leaders, etc.). 3. using the examples from #1 and #2, include if or how these decisions influenced their lives physically, intellectually, emotionally and/or socially.

FOURTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> VII Achievement Motivation <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> A <u>Obj:</u> 1	Students will describe the planning process and compare it to the trial-and-error approach. Students are able to: 1. define the planning process. 2. describe the planning approach and the trial-and-error approach to getting a task done. 3. compare the planning approach to the trial-and-error approach to task accomplishment.	Students are able to: 1. a) define the planning process as thinking ahead of time about how to do something; preparing before doing; outlining how and when a task should be done; etc. b) describe two examples of things that are considered during planning (i.e., efficiency, time, money, quality of outcome, etc.). 2. a) describe a task they need to do b) describe a trial-and-error approach to doing that task c) describe a planning approach to doing that task. 3. include the following points in their comparison: • the time involved for task completion is less with planning (unless by chance the first trial succeeds) • planning is more efficient (less waste of materials, energy, money, effort, etc.) • planning usually results in a better quality product or outcome • planning results more often in a successfully completed task than does the trial-and-error approach.

FOURTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> VII Achievement Motivation <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> B <u>Obj:</u> 1	Students will describe steps they follow in producing a product or task they take pride in. Students are able to: 1. describe a task or product they have taken pride in producing. 2. identify pride as an intrinsic reward dependent upon internal criteria. 3. discuss the four major steps involved in accomplishing their task or creating their product.	Students are able to: 1. describe one task or product they have taken pride in producing. 2. a) define pride as an intrinsic reward: feeling good about what they have done, self-respect, self-satisfaction. b) describe one internal criteria that was important to them in the example of #1 (i.e., succeeding in its purpose, making others happy, etc.). 3. Using the example of #1-- a) explain the steps involved in planning for that product or task. b) explain about the "doing" portion of the task or the creating process for the product. c) explain about the steps involved in evaluating the product or task accomplishment. d) explain about the steps involved in "redoing" the product or task if necessary.
<u>Content:</u> VIII Problem Solving <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> A <u>Obj:</u> 1	Students will discuss various methods of relieving stress associated with problems. Students are able to: 1. describe some problem situations when they have felt stress.	Students are able to: 1. describe two problem situations when they have felt tense or nervous (i.e., taking tests, doing something new in front of others, working on a problem or project they don't understand well, etc.)

FOURTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. discuss why "time-out" can be advantageous in problem-solving. 3. describe relaxation techniques that can help relieve stress.	2. a) define "time-out" as separating themselves from the problem, taking time away from the problem to relax, etc.). b) identify two physical activities that would be possible "time-outs" (i.e., running, dancing, playing basketball, etc.). c) identify two quiet activities that would be possible "time-outs" (i.e., reading, painting, building a model car, etc.). d) discuss one reason how a "time-out" can help in a problem situation (i.e., gain new perspective, mind feels clearer, a relaxed mind can produce more ideas, etc.). 3. describe one way they can relax during a problem situation when it is impossible to take a "time-out" (i.e., deep breathing, tensing and relaxing muscles as in stretching, etc.).
<u>Content: VIII</u> Problem Solving <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal: B</u> <u>Obj: 1</u>	Students will describe how interests and capabilities can change.	Students are able to: 1. describe their interests and capabilities. 2. describe interests and capabilities that have changed. 3. describe reasons why interests and capabilities can change.
		Students are able to: 1. a) describe two of their present interests. b) describe one of their present capabilities. 2. a) describe three of their interests and capabilities at age one and age six. b) describe how these interests and capabilities are different from their present one. 3. describe three reasons why interests and capabilities can change (i.e., physical maturity, intellectual maturity, education, influence of others, change in environment, etc.).

KEY: ✓ : the child has accomplished this step
 W : the child is still working on this step
 □ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS			
		1	2	3	4
Self Under-standing	Describe how exercise & nutrition affect own mental health				
	Realize environment influences interests & capabilities				
	Describe situations when he/she has control over self				
Interpersonal Relations	Describe ways of communicating non-verbally				
	Define what family means				
	Describe the process of making & keeping a friend				
	Recognize actions that affect others' feelings				
Expressing Ideas	Describe ways others express thoughts & feelings to him/her				
	Describe strong personal beliefs or opinions				
Gathering & Processing Information	Recognize people have varying roles; describe own roles				
	Describe things learned in the community as citizens & consumers				
	Describe stereotypes that correspond to certain jobs				
Rights & Responsibilities	Recognize there are different kinds of families				
	Describe basic methods of learning				
	Explain why a country needs laws & governments				
	Describe how to make change from money given to him/her				
	Recognize that a producer can have many different roles				
Valuing & Decision Making	Describe how others influence what is important to him/her				
	Describe personal thought processes prior to making a decision				
	Describe why a decision change might be desired; recognize when it is or is not possible to make that change				
Achievement Motivation	Describe the trial-and-error approach to a task				
	Describe ways to judge satisfactory task accomplishment				
Problem Solving	Describe activities where others need his/her help				
	Describe how personal life roles have changed & will change				

Progress Report Cover (Fold at center)

--

PARENT/STUDENT COMMENTS

--

TEACHER/COUNSELOR COMMENTS

DEVELOPMENTAL GUIDANCE PROGRESS REPORT
_____ SCHOOL DISTRICT
GRADE FOURTH

Student _____ Year _____

School _____ Teacher _____

Counselor _____ Principal _____

The guidance program assists students to develop the life skills that are necessary for successful and satisfying daily living. Its goals include helping students grow in the areas of self concept and relating effectively to others; assisting students to learn how to obtain knowledge about others and the world around them; providing for students an understanding of their rights and responsibilities in their major life roles; developing in students a consciousness of personal values and the values of others; and strengthening student's abilities in decision-making, achieving, and problem-solving.